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ABSTRACT

Questionnaires completed by 226 child care providers in licensed child care centers in Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho were used to develop a demographic profile of current child care providers in the three states. The instrument assessed dimensions of professionalism in the day-to-day activities of child caregivers. Findings indicated that a demographic profile created by a cross-sectional sample of child care providers differed markedly from a profile created by a sample based on professional affiliation. Statistical analyses indicated that level of education significantly affected caregivers' sense of the extent of their knowledge about aspects of their work. Data further indicated that the interaction of education and length of employment as a caregiver significantly affected orientation to community. Only one-third of the workers had a degree at the baccalaureate or a higher level. Most did not belong to a professional organization. Less than half read professional journals. Discussion of findings focusses on the professional status of child care. Recommendations for enhancing the professional status of the field are offered. Over 50 references are cited. Related materials, such as the questionnaire, data collection protocol, and other data collection forms, are provided in 13 appendices. (RH)

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DEMOGRAPHIC AND PROFESSIONAL DIMENSIONS OF CHILD CARE PROVIDERS

by

Carol Joan Armga

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Family and Human Development

Approved:

Major Professor

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I dedicate this work to the memory of my beloved Cuzzi. His companionship and love are sorely missed.

Carol Joan Armga

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
LIST OF TABLES		vi
LIST OF FIGURES		vii
ABSTRACT		viii
Chapter		
I.	INTRODUCTION AND PROBLEM STATEMENT	1
	Demographic and Professional Dimensions of Child Care Providers	1
II.	LITERATURE REVIEW	4
	Professional Dimensions and Conceptual Framework	11
	Objectives	12
	Summary	12
III.	METHODOLOGY	14
	Operational Definitions	14
	Sample	14
	Measurement	22
	Data Analyses	29
IV.	RESULTS	32
	Demographic Profile of Current Child Care Workers	32
	Dimensions of Professionality	42
	Summary of the Major Findings	51
V.	DISCUSSION	54
	Demographic Profile of Current Child Care Workers	54
	Professional Dimensions	57
	Limitations	63
	Implications	65
	Conclusions	67

Page

REFERENCES 69

APPENDICES 73

Appendix A. Human Subjects Proposed Research Form 74
Appendix B. Research Review Exemption . . . 76
Appendix C. Letter of Results to Participants 79
Appendix D. Questionnaire 81
Appendix E. Data Collection Protocol 98
Appendix F. Data Collection Form -- Names . 101
Appendix G. Data Collection Form -- Demographics 103
Appendix H. Center Demographics 105
Appendix I. Post Card for First Follow-up . 107
Appendix J. Letter for Second Follow-up . . 109
Appendix K. Responses to "Other" Category for Area of Study in College . . 111
Appendix L. Responses to "Other" Category for Job Title Preference of Child Care Providers in a Teaching/ Classroom Management Position . 113
Appendix M. Means and Standard Deviations . 115

LIST OF TABLES

Table		Page
1.	Participants	15
2.	Demographics of Cities	17
3.	Minimum Standards for Child Care Providers at Licensed Child Care Facilities	19
4.	Major Reference Sources for Justifying Inclusion of Independent Variables on Questionnaire	23
5.	Major Reference Sources for Dependent Variables	25
6.	Demographics of Child Care Providers	34
7.	Fringe Benefits of Child Care Providers	36
8.	Education of Child Care Providrs	37
9.	Professional Activities of Child Care Providers	39
10.	Job Title Preference of Child Care Providers	40
11.	Chi-Square Test Ethics 2 by State	45
12.	Chi-Square Test Ethics 2 by Length of Employment	46
13.	Chi-Square Test Ethics 4 by Professional Meetings	47

LIST OF FIGURES

Page

Figure

1. Community Service vs. Length of Employment vs. Education 43

ABSTRACT

Demographic and Professional Dimensions
of Child Care Providers
by
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Utah State University, 1987

Major Professor: Dr. Ann M. Berghout Austin
Department: Family and Human Development

The purpose of this investigation was to develop a demographic profile of current child care providers in 3 selected Western states. Further, this study sought to assess dimensions of professionality in the day to day activities of child care workers.

Utilizing a mailed questionnaire, 226 child care providers in Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho were surveyed for information on demographics and professional dimensions. Results suggest that the demographic profile created by a cross-sectional sample of child care providers differs markedly from a profile created by a sample based on professional affiliation. Statistical analyses suggest that education significantly effects the professional dimension of knowledge. The data further indicate that the interaction of education and length of employment as a care giver significantly effects the dimension of orientation to the community.

The findings are discussed in relation to the professional status of child care. It was suggested that

child care has not yet met the requirements of becoming a profession. Recommendations for enhancing professional status are given.

(123 pages)

CHAPTER I

INTRODUCTION AND PROBLEM STATEMENT

Demographic and Professional Dimensions of Child Care Providers

This study deals with child care in contemporary America. Specifically, this study examines demographics and professional dimensions of child care providers in the western United States.

Child care has become a major concern in the United States. The number of children under age six whose mothers work outside the home is currently estimated to be 9.5 million ("Forum Held", October 9, 1986). It is projected that by 1990 this number will increase to 10.4 million children (Hofferth, 1979). These current and projected figures reflect a consistent trend. It was estimated in 1970 that 28.5% of children under the age of six had mothers in the labor force. It is projected that this figure will be 44.8% in 1990 (Hofferth, 1979). This increase in the number of young children with mothers in the labor force indicates the growing need for child care. These dramatic changes have caused leaders in the child care profession, educators, and researchers in the field of early childhood, as well as business and political leaders to name child care as one of the most important issues of our day ("Forum Held", October 9, 1986).

With the number of families needing child care growing

rapidly, the child care profession faces a unique challenge. The tremendous growth in the number of children being served has been accompanied by a concomitant increase in child care givers. This growth has been accompanied by increased dissatisfaction among child care providers with low salaries, poor working conditions, lack of insurance and sick leave benefits, and low status in the community (Ade, 1982; Hostetler, 1984; Roberts, 1983).

In an effort to address these concerns, leaders in the fields of child care and early childhood education have urged the professionalization of child care. This movement is seen as providing a positive guide for channeling the growth and changes in child care (Ade, 1982; Bowman, 1981; Caldwell, 1983) and to ensure better salaries for child care providers (Silin, 1985).

Nonetheless, increased professionalism cannot take place until there is increased conceptual clarity among child care providers as to who they are, what they do, and what perceptions they have of themselves (Ade, 1982; Caldwell, 1983; Hostetler & Klugman, 1982; Phillips & Whitebook, 1986; Radomski, 1986; Silin, 1985). Specifically, this conceptual clarity includes an identification of common demographics among child care providers regarding training, fringe benefits, age, educational level, years at current job, salary range, and hours in a work week (Caldwell, 1983; Hostetler & Klugman, 1982; Phillips & Whitebook, 1986; Roberts, 1983).

This study has sought to examine the demographic profile of current child care workers. In addition, it sought to assess dimensions of professionality in the day to day activities of child care workers. This dual goal was met by conducting a broad study of child care workers in which they provided demographic as well as professional information about themselves. The results of this study provide important insights regarding the field of child care in its move toward professional status.

CHAPTER II

LITERATURE REVIEW

Thousands of studies have examined the field of child care. This important institution of our society has been investigated for information revealing what is best for young children, what determines quality care and what effect child care has in the lives of children. This study will examine those people who provide the care of young children in contemporary America.

Child care in the United States finds its roots in charitable nurseries that were established for the purpose of socializing immigrant or poor children (Steinfels, 1973). Since the founding of the first American child care program, the Boston Infant School in 1828, the supply and demand of child care has ebbed and waned. These changes in child care have been influenced by immigration, war, women working, the national economic picture, social reform, and public attitude (Steinfels, 1973).

The current and dramatic increase in the need for child care is tied to the number of children from the baby boom era (1946-1964) who are now bearing their own children and the high rate of labor force participation by mothers with children under age six (Hofferth, 1979). It was estimated in 1977 that of 17.1 million preschool children in the United States, 6.4 million (37 percent) had working mothers. It is projected that in 1990 this figure will escalate to 10.4 million, about 45 percent of 23.3 million

children under six (Hofferth, 1979).

The increase in working mothers with young children is challenging the resources of child care in the United States. As more children need care, more workers are employed in child care programs and the plight of the child care worker becomes more evident. Growth in the area of child care services has been marked by a concomitant dissatisfaction among child care workers due to the poor conditions under which they labor. Low salaries, lack of health, retirement, and sick leave benefits, no paid vacations, and long hours, are cited as major problems (Ade, 1982; Hostetler, 1984; Roberts, 1983).

While it is apparent that poor working conditions fail to attract those most qualified and talented in providing care to children, the salient role of the caregiver is recognized. Investigating what determines quality care, researchers agree that it is the characteristics of the child care providers that are "the most important determinant of the quality of care provided" (Grotberg, Chapman, & Lazar, 1971, p.71).

Advocates of quality care for children, are unwilling to let these problems in child care continue. The move to professionalize the field is seen by many as the most viable means of insuring both quality care for children and improved working conditions and benefits for their providers (Ade, 1982; Bowman, 1981; Caldwell, 1983).

The process of acquiring professional status is

recognized as being both complex and full of major implications for the field and its practitioners. Ade (1982) states that five major changes need to occur in child care before the field can consider itself to have achieved professionalism. The changes are to: (1) require a greater familiarity with the field's knowledge base which will extend the length of the period of training needed to enter the field; (2) identify and establish a uniform criteria for admitting new members into the field; (3) develop and utilize more uniform and extensive practitioner licensing; (4) enhance self-regulation by maintaining internal control of the licensing process; (5) strengthen the relationship with parents, school officers, and government to facilitate the providing of needed and appropriate services to clients.

Caldwell (1983) also suggests a primary need for becoming professional. She states that the move toward professional recognition must begin with the development of increased conceptual clarity among child care workers themselves as to their perceptions of who they are and what they do.

Hostetler and Klugman (1982) addressed this need for increased conceptual clarity by seeking to identify the commonalities of gender, education level, income, and preferred nomenclature in a random sample of members of the National Association of Education for Young Children (NAEYC) and licensed child care facilities in five states.

Two survey instruments were implemented in this study. The questionnaire used for individual members of AEYC included five major sections: (1) demographics including job title and economic status; (2) descriptions deemed appropriate of groups determined to be of equal status; (3) prioritizing of needed activities to be undertaken by an AEYC group; (4) preferred job titles for those in child care; and (5) perceptions of skill levels needed for working in child care.

The questionnaire used with centers incorporated four major sections: (1) general information of the program including staff turnover, salary and fringe benefits; (2) information of staff training; (3) preferred job titles for those in child care; and (4) perceptions of skill levels needed for working in child care.

The results of the study show that only 31% of the respondents classified themselves as teachers with 22% calling themselves directors. Other job titles of the respondents included agency administrator, education coordinator, and college faculty. This indicates that the scope of this study reached beyond those providing the direct care of children. While administrators and college level instructors form a vital segment of the field of child care, it cannot be assumed that demographics that provide descriptive information of these workers can also be used to describe those who provide direct care to children.

Seeking to identify demographic commonalities for child care, this study found that of the 196 members of AEYC responding, 93% were female. Center responses indicate 61% had all female staff while 18% had two or more males as direct-service staff.

The highest education level completed of AEYC respondents showed 42% had earned an advanced degree while another 42% had earned a B.A./B.S. degree. The data presented on reporting programs were further broken down to indicate if the degrees earned included child development training. For the program respondents, 31% had earned an advanced degree; 25% included child development training and 6% did not. The number of respondents who had earned a B.A./B.S. was calculated to be 57% with 34% including child development training, and 23% not including such training.

The median annual income of AEYC respondents was between $10,000 and $14,999. The authors recognized that this is a higher level of salary than what is usually found in early childhood programs, but attributed the higher salary to the education levels and job titles as cited above.

Years at current job was reported only for AEYC members. Thirty-four percent were found to have been at their job three to five years. Also reported only for AEYC members were responses on the fringe benefits of paid vacation, sick days, and health insurance. The responses indicating their job included these benefits were as

follow: paid vacation, 61%; sick days, 85%; and health insurance, 60%.

At the conclusion of the study, the preferred nomenclature of the child care respondents was reported. For teaching/classroom management personnel surveyed, 43% preferred the title early childhood teacher compared with 29% preferring the title of teacher.

The National Association of Education for Young Children (NAEYC) also conducted a survey in 1984 of its members by the inclusion of a questionnaire in its professional journal Young Children. Of 3,818 respondents, 64.7% were from NAEYC members. Classroom personnel accounted for 60.8% of the responses, and administrators/ owners for 39.1%. In addition, 31.6% spent 1/4 or less of their working hours with children. Those spending all their job hours with children were 34.3%. For gender, 84.7% of the respondents were female and 12% were male. Fifty percent of the respondents reported being paid for a 31-40 hour week.

Education levels were reported on 3366 responses as follows: less than a high school degree, .45%; high school degree, 7.5%; some college (2 years or less), 13.7 %; A.A. in early childhood education, 7.1%; 3 or 4 years of early childhood education (college, but no degree), 5.8%; B.A./B.S in early childhood education or a related field, 13.2%; B.A./B.S. in another field, 13.3%; some graduate work in early childhood education, 12%; Masters degree in

early childhood education, 15.8%; post master's degree study, 6.4%; and other, 4.8%. These results are notably lower than those of the Hostetler & Klugman (1982) study. These differences may be attributed to the NAEYC study being done with a national sample while the Hostetler & Klugman study looked at only five states. NAEYC's data on salary are more comparable to the data from the Hostetler & Klugman (1982) study. For aides and assistant teachers, the median annual income was between $6,988.80 and $10,400. For teachers or head teachers this figure ranged from $6,988.80 to $15,600.

Because of a low response rate (11.6%) and the limitations of focusing on child care workers affiliated with NAEYC, generalizability of this study to the field of child care is not possible. The present study takes the needed next step forward by looking at demographics of a cross-section of care givers in the western United States, rather than strictly with NAEYC members.

Further, this study will be using a more tightly controlled design that encouraged more participation. Also, this study goes beyond the others in terms of looking at professional dimensions according to a specified framework of professionality. In addition, it will be surveying only care givers and not mixing administrators with care givers.

Professional Dimensions and Conceptual Framework

Finalizing a conceptual definition of professionalism is elusive. In the introduction of an article on the definition of a profession, the editors of Harvard Educational Review (1953) state the word profession has become increasingly ambiguous in modern day usage. Garceau (1939, cited in Cogan, 1953) concluded that the accepted definition of profession is in such a state of flux that definition is dependent upon individual interpretation.

Many authors in the field of sociology and other disciplines have written extensively on the professions (Carr-Saunders & Wilson, 1933; Cogan, 1953; Elliott, 1972; Greenwood, 1957; Hughes, 1963; Moore, 1970; Parsons, 1939), professionalism (Etzioni, 1969; Snizek, 1972), and the process of professionalization (Flexner, 1915; Friedson, 1973; Greenwood, 1957; Goode, 1969; Vollmer & Mills, 1966; Wilensky, 1964). A review of those writings shows more disparity than agreement. In fact, these writings reveal that there is no cogent statement of professionalism for any occupation, including child care.

While there is no generally accepted statement of professionalism for child care, Barber's writings (1969) on the sociology of the professions provide a concise and workable definition of professionalism that has been utilized as the conceptual framework for this study. He outlined four elements which form the essential attributes of professionalism. They are: (1) knowledge; (2) primary

orientation to the community; (3) a code of ethics; and (4) a system of rewards. These attributes form the basis for the investigation of professional dimensions among child care givers in this study.

Objectives

The focus of this investigation was to examine demographics and professional dimensions in current child care providers. This was accomplished by:

1) Developing and refining a measure which was administered to 226 child care providers in Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho.

2) Analyzing the accumulated data to develop a demographic profile of current child care workers.

3) Measuring the degree to which the professional dimensions of knowledge, primary orientation to the community, code of ethics and a system of rewards were found in the day to day activities of child care providers. These four dimensions are utilized as dependent variables in this study. The independent variables of length of service in child care, educational level, and professional affiliation, were used to measure and explain any variation in professional dimensions.

Summary

The literature shows that child care workers are overwhelmingly female and more likely to be middle-aged

than young. Further, the majority have a baccalaureate degree or higher and have been on the job as a care giver three or more years. Over half of all child care providers receive fringe benefits of paid vacation, sick days, health insurance and retirement. These workers earn between $7000 and $16,000 a year. Most child care workers are employed fulltime. Seven out of ten workers are certified as a child care worker or have a degree in early childhood education or a related field.

Earlier studies have been limited in their generalizability. These studies have focused on child care providers who claim affiliation with a professional organization. In addition, in providing demographic information on child care workers, the studies have grouped together administrators, college faculty, and those who provide direct care to children.

This study looks specifically at those providing direct care to children. The use of a cross-sectional sample has made possible the generalizablity of the data. Also, this study goes beyond the others by looking at dimensions of professionality. Thus this study was carried out to create additional understanding of who child care workers are and to what degree they are professional.

CHAPTER III

METHODOLOGY

For clarity, it is important that methodological definitions be clearly understood. The terms outlined below set forth the methodological definitions used in this study.

Operational Definitions

Child Care Giver - person employed in a licensed child care center and providing direct care of children.
Child Care Provider - same as child care giver.
Child Care Center - a facility other than a home which is licensed by the state and which provides care for 12 or more children.

Sample

Participants in this study were 226 child care providers from the licensed child care centers of three major western cities. These participants were randomly selected from a cross-sectional sample. One hundred forty four (63.7%) child care providers returned mailed questionnaires. Child care workers from Salt Lake City, Utah, returned 58 of 95 questionnaires (61.05%), workers from Eugene, Oregon, returned 42 of 56 questionnaires (75%), and child care givers from Boise, Idaho, returned 44 of 75 questionnaires (58.67%). See Table 1.

Table 1

Participants

Category	Utah	Oregon	Idaho
Centers meeting criteria*	59	46	56
Centers contacted	54	37	51
Centers unable to contact**	5	9	5
Centers contacted, but unable to gather necessary information**	4	2	5
Centers refusing participation	6	2	4
Centers not in session	0	4	4
Centers responding	44	29	38
% of centers responding	74.58%	63.04%	67.86%
Child Care Providers in Sample Pool	229	143	172
Child Care Providers selected from Sample Pool for Data Pool	95	56	75
% of Child Care Providers in Data Pool	42.2%	24.9%	33.3%
% of Data Pool responding to survey	61.1%	75%	58.7%
% of Child Care Providers from Overall Pool Sample returning questionnaire	25.3%	29.4%	25.6%

*Child care center licensed for 15 or more children by corresponding state. Child care center showed an address for the city selected for this study.
**After four or more tries.

Demographics of Cities

The cities selected for this study were matched according to the following criteria: population, median income of families, presence of a university and education level of the population, percentage of population in the labor force, ethnicity, and families in poverty. Statistics for population and ethnicity were procured from 199 American Cities Compared (Greenwood, 1984). Information regarding median income, education level, percentage of population in the labor force and families in poverty were obtained from 1980 Census of Population (U.S. Department of Commerce, 1983). Table 2 summarizes the three cities according to the selection criteria.

These three cities are comparable in size for cities in the western United States, with populations ranging from 102,000 to 163,033; Boise, Idaho, is the smallest of the three cities and Salt Lake City, Utah, the largest. Race and ethnicity percentages show a basically homogeneous population for each city. Whites are the largest segment of the population with the Spanish origin ethnic group forming the next largest group in each city.

Further demographics show the populations of these cities to be young with the median ages ranging from a low of 27.9 years for Eugene, Oregon, to a high of 28.7 years for Boise, Idaho. This youthfulness of the population is further demonstrated by the percentages of families with children under the age of six. Salt Lake City, Utah, shows

Table 2

Demographics of Cities

	Population	Percent of families with children under age six	Percent of Race and Ethnicity					
			White	Black	American Indian	Asian & Pacific	Spanish Origin	Other
Boise, ID fd. 1863	102,451	26.0	96.84	.49	.52	.94	2.28	1.18
Eugene, OR fd. 1852	105,624	23.4	94.55	1.11	.80	1.94	2.08	1.58
Salt Lake City, UT fd.1847	163,033	35.4	89.76	1.54	1.29	2.04	7.55	5.35

			% in Labor Force		Education			
	Median 1979 income for families in $	Percent families in poverty	Men	Women with children under age six	HS degree	4 or more years college	Median age	Presence of a University
Boise, ID	20,773	6.3	81.0	50.2	81.7	22.1	28.7	Boise State U
Eugene, OR	19,481	8.5	75.0	41.4	77.6	20.4	27.9	U of Oregon
Salt Lake City, UT	21,017	6.6	82.2	40.7	80.5	20.3	28.6	U of Utah

the largest proportion of this group (35.4%) while Eugene, Oregon, has the lowest proportion (23.4%).

Information on the educational status of the population shows further similarities. For the percentage of the population having obtained a high school diploma, Eugene, Oregon, shows the low of 77.6% and Boise, Idaho, shows the high of 81.7%. These figures indicate a well educated population. In addition, the figures for four or more years of college are: Salt Lake City, Utah, 20.3%; Eugene, Oregon, 20.4%; and Boise, Idaho, 22.1%.

The percentage of families in poverty also indicates parity between the cities. The range on this figure goes from a low of 6.3% in Boise, Idaho, to a high of 8.5% in Eugene, Oregon. These figures show a relatively low level of poverty in all three cities.

Median income per family reveals a variation of only $1,536 across the three cities. The low income is $19,481 in Eugene, Oregon, and the high is $21,017 in Salt Lake City, Utah.

State Licensing

Centers from which participants were recruited were identified by the child care licensing agency of each state. In Idaho this was the Idaho Department of Health and Welfare; for Utah, the Utah State Department of Family Services; and for Oregon, the Department of Human Services. A comparison of each state's minimum standards for staff in licensed child care facilities is presented in Table 3.

Table 3

Minimum Standards for Child Care Providers at Licensed Child Care Facilities

Requirements	Idaho[a] (Idaho 1982)	Oregon (Oregon 1979)	Utah (Utah 1983)
Age in years	16	Program supervisor[b] - 18 Group leader[c] - 18 Assistants[d] - 15	Group leader[e] - 18 Staff aid[f] - 16
Experience	None	None	Group leader - at least a H.S. graduate
Education	None	Program supervisor - 2 yrs. experience in the group care of children Group leader - 1 yr. experience in the group care of children	None
Other	*Screening to include health character & basic skills necessary to the appropriate care of children	*Physical & mental health, judgement & moral character appropriate to meet the needs of children *free from active TB *No conviction within the last 5 yrs. of child abuse, offenses against persons, sexual offenses, child	*No criminal record *No record or conviction of abuse, neglect or other crime related to children *Not under the influence of alcohol or drugs while working *Current TB test

(table 3 continues)

Table 3 continued

Requirements	Idaho[a] (Idaho 1982)	Oregon (Oregon 1979)	Utah (Utah 1983)
		neglect or felony offenses involving a controlled substance	*Food handler's permit *Health evaluation for communicable diseases *No physical, emotional or mental conditions which could jeopardize the well-being of children

[a]Idaho does not provide a definition of a child care provider.
[b]Program supervisor - the person designated for the responsibility of overseeing the activity program for children by age group (also known as the head teacher).
[c]Group leader - person responsible for a group of children (also known as the teacher).
[d]Assistant - person who may not be in charge of a group of children without supervision by another staff person who meets the qualifications of a group leader.
[e]Group leader - person assigned to a group and responsible for the continuity of care for that group.
[f]Staff leader - person who assists the group leader with a group of children. May be in charge of a group of children for periods not exceeding two hours in any one day.

This table is illustrative of the low requirements for child care providers. For both education and experience, two of the three states have no minimum requirements. All the states have a minimum age requirement of eighteen years of age or below. The main thrust of each state's requirements are toward the basic health and absence of a criminal record of those providing direct care to children.

Ethical Considerations

Because human subjects were used for this research, a human subjects permission form was filed (Appendix A) and approved (Appendix B). The subjects were not in any risk of physical or mental harm since they were reporting on attitudes, observable behaviors, and demographic information. Further, the participants could choose not to answer any question or not to participate.

A coding system was implemented for record keeping. This number provided a means for the researcher to record who responded and to whom to mail a follow-up letter. The introductory letter of the questionnaire explained to each participant that an identification number was placed on the questionnaire for mailing purposes only. Each respondent was assured complete confidentiality. Names were never used in any way with this research.

The questionnaire ended by giving each respondent the option of requesting results from the study. They were asked to put their name and address on the return envelope, not the questionnaire. A summary of the results of the

study were mailed to those making this request. See Appendix C.

Measurement

A survey instrument (a mailed questionnaire) was developed to gather demographic information on current child care providers and to assess professional dimensions as outlined by the constructs of Barber's (1969) definition of professionalism (Appendix D). The questionnaire was developed from an extensive review of the literature in the areas of child care and the sociology of the professions. The questionnaire was of a mixed format, containing both open and closed questions in order for the maximum amount of information to be obtained. Forty questions were included on the questionnaire which was mailed with a letter introducing the study and encouraging that person's participation. Further, the letter assured the respondent of complete confidentiality.

The variables used in this study have been gathered from a review of the literature. A summary of the major areas from which questions were drawn, and their referents, have been tabled (Tables 4 and 5).

Validity and Reliability

Relevance of these questions was assessed through an item analysis for face validity, undertaken in the pretest cycle, and based upon the critiques and responses by the various reviewers. Content validity was also determined by

Table 4

Major Reference Sources for Justifying Inclusion of Independent Variables on Questionnaire

Critical Independent Variables in Child Care Questions Addressing Independent Variables	References Indicating This Variable is a Concern
1. Training - 15	Ade, 1982; NAEYC, 1982b; NAEYC, 1984
2. Job Experience - 11	Myer, 1980; NAEYC, 1984
3. Salary - 6, 7	Hostetler & Klugman, 1982; Myer, 1980; NAEYC, 1984; Roberts, 1983.
4. Job Setting - 13	NAEYC, 1984.
5. Job Title - 24	Hostetler & Klugman, 1982; Myer, 1980; NAEYC, 1984.
6. Preferred Job Title - 25	Caldwell, 1983; Hostetler & Klugman, 1982.
7. Professional Affiliation - 18, 19, 20	Greenwood, 1957; Houle, 1981; Moore, 1970; NAEYC, 1983; NAEYC, 1984; Peters, 1981; Wilensky, 1964.
8. General - 1	Silin, 1985.
9. Certification/ License - 16	Ade, 1982; NAEYC, 1984; Wilensky, 1964.
10. Perceptions of what Child Care Providers Do - 38	Caldwell, 1983; Wilensky, 1964.
11. Perceptions of what Parents Expect Child Care Providers to Do - 39	Nakamura, McCarthy, Rothstein-Fisch & Winger, 1981.
12. Gender - 2	Myer, 1980; Silin, 1985

(table 4 continues)

Table 4 continued

Critical Independent Variables in Child Care	References Indicating This Variable is a Concern
13. Commitment to the Field - 12	Myer, 1980.
14. Fringe Benefits - 8, 9, 10	Hostetler & Klugman, 1982; NAEYC, 1984; Roberts, 1983.
15. Age - 3	Hostetler & Klugman, 1982; Myer, 1980; NAEYC, 1984.
16. Educational Level - 14, 15	Beker, 1975; Hostetler & Klugman, 1982; Moore, 1970; Myer, 1980; NAEYC, 1984.
17. Years Employed as a Caregiver - 10	Hostetler & Klugman, 1982; NAEYC, 1984.
18. Hours Employed - 4, 5	NAEYC, 1984; Roberts, 1983.

Table 5

Major Reference Sources for Dependent Variables

Four Elements of Professional Behavior (Barber, 1969)	References Suggesting Ways To Assess Behavior
Questions Addressing Dependent Variables	
1. Knowledge - 14, 15, 17 18, 20, 32, 33, 34, 35, 36, 37	Ade, 1982; Barber, 1969; Becker, 1962; Cogan, 1953; Goode, 1969; Greenwood, 1957; Hughes, 1963; Moore, 1970; Myers, 1973; NAEYC, 1982a; NAEYC, 1984; Stern, 1984; Weisman, 1984.
2. Primary Orientation to the Community - 21, 22, 23	Ainsworth, 1981; Barber, 1969; Becker, 1962; Flexner, 1915; Katz, 1984; Moore, 1970; Myers, 1973; Weisman, 1984; Wilensky, 1964.
3. Code of Ethics - 26, 27, 28, 29, 30, 31	Barber, 1969; Becker, 1962; Carr-Saunders & Wilson, 1933; Elliott, 1972; Feeney & Kipnis, 1985; Greenwood, 1957; Goode, 1969; Katz, 1984; Katz & Ward, 1978; Levine, 1972; Moore, 1970; Peters, 1981; Weisman, 1984; Wilensky, 1964.
4. System of Rewards - 23	Barber, 1969; Peters, 1981; Snizek, 1972; Myer, 1980; Weisman, 1984.

the researcher who, through a knowledge of existing research, and a conceptualization of the field, was able to exert a judgement and determine that the questionnaire covered relevant content (Borg & Gall, 1979).

Test retest reliability was assessed in pilot tests three and four (N=6). This procedure assessed the reliability of the instrument by comparing the results of the measure at two points in time (Bailey, 1982). An analysis of the similarities and differences in the questionnaires completed one week apart showed 85.94% overall agreement in scores. Looking at the scoring by content area, demographics showed 93.5% agreement, the ranking questions were 80.95% in agreement, the questions making up the knowledge construct were 75% in agreement and the code of ethics questions were 91.67% in agreement.

Procedural Sequence

This subsection outlines the fourteen steps which were completed to meet the research objective stated in Chapter Two.

1) A review of the literature was conducted to examine the two areas of this study. First, the literature on child care was examined for those areas which are cited as needing further research in the move toward professionalism. The second area examined in the review of literature was writings on sociological definitions of professionality. Barber's (1969) concise and workable definition was selected for this study.

2) Questions examining Barber's constructs of professionalism and demographics felt to exist among child care workers were created from the review of literature and were used to form a questionnaire (Appendix D).

3) The instrument was piloted with three child development colleagues. They reviewed and evaluated the questions in terms of their ability to accomplish the study objectives (Dillman, 1978).

4) The second pilot was done with a group of potential users (N=5). They responded to the questionnaire and provided feedback on readability, appropriateness and possible sensitivity of questions, length and format.

5) Final revisions were made according to earlier feedback and the instrument was administered to a group of potential users (N=6) not surveyed in Pilot 2.

6) The instrument was reissued to the Pilot 3 group, (N=6) one week later to determine test, retest reliability.

7) A sample pool was created by telephoning all child care centers licensed by the state in the cities selected for this study (Appendix E). The names of child care providers employed in each center were recorded and assigned an ordinal number (Appendix F).

8) After participation was procured, the following demographics were collected from the center director on the families served by the center: mean family income, mean parental education, dominant type of occupation (manual labor, skilled labor, professional, students). Data on

mean family constellation (single parent, two parent, family size) and predominant ethnicity were also obtained (Appendix G). A review of this data, for the purpose of nesting the univariate analysis of variance, showed that the child care centers could not be evenly divided across the variables of center size, income level of families served, nor education level of families served. In other words, the child care centers were similar in their heterogeneity. See Appendix H.

9) Participants were selected in a systematic random manner. The number of participants drawn from each state was adjusted for the relative population of child care providers in the sample pool, and drawn in proportion to that number. This was done to insure that every person from every state had the same probability of contributing. The ordinal numbers assigned to each child care provider were placed on a small slip of paper and, after mixing the numbers in a hat, the proportion of numbers determined by the sample pool of that state were drawn. This drawing determined the sample.

10) The questionnaire was precoded and mailed to the sample population (N=226). The mailing also included a stamped and addressed envelope to facilitate convenience in responding.

11) Two follow-up procedures were implemented to ensure an optimal response rate:

a. a first follow-up post card was sent ten days after the initial mailing (Appendix I).

b. one week later a second follow-up, including a letter (Appendix J) and an additional copy of the questionnaire was mailed.

12) Coded data were transferred from the questionnaires to IBM coding forms.

13) Data were analyzed.

14) A report on the findings, conclusions and recommendations was prepared.

Data Analyses

All close-ended questions were precoded onto the questionnaire. This facilitated the direct coding of each instrument by the individual subjects as they recorded their responses, thereby eliminating any bias in the transfer of data. Due to the extensive nature of the study, the open-ended questions were not coded for this analysis. Frequency distributions and percentages were obtained for all the quantitative data.

The dependent variable of knowledge was based on a composite score of six questions (Q32-Q37, Appendix D). These questions were self-rated, using a Likert scale. Standards of theoretical and research knowledge and practical skills outlined by the National Association for the Education of Young Children in Early Childhood Teacher Education Guidelines (NAEYC, 1982), served as the

theoretical base for the questions. They were designed to measure how the post high school education of the respondents aided their knowledge in creating, evaluating and selecting material appropriate for children with whom they work, planning and putting into action activities both appropriate and challenging, written and oral communication skills, mathematical skills and a general knowledge of the world, human development across the life span, etc.

Salary satisfaction was based on a single score reflecting the response of the participants to the category which best described their satisfaction with their salary (Q7, Appendix D). Categories were continuous from very satisfied to very dissatisfied.

The variable of rewards was also based on a single score. This question (Q23, Appendix D) asked the respondents to rank in order of importance from a selection of five possible reasons, the reasons why they are child care providers.

Orientation to the community reflects a single self-rating Likert scale question (Q21, Appendix D). This question was designed to measure how often the respondent shares skills and information regarding young children in different community settings outside their child care job.

Code of ethics was examined by six questions (Q26-Q31, Appendix D). Each question presented a scenario of a common professional moral dilemma based on the writings of Katz and Ward (1978). Each scenario was concluded with

three or four possible ways of dealing with the problem. The respondents were asked to select the answer which came closest to how they would feel most comfortable handling the dilemma. Two scenarios, which were deemed to be representative by two child developmentalists of all six moral problems, were selected for analysis.

CHAPTER IV

RESULTS

Frequencies were run for information on the demographics describing child care workers. An analysis of variance (ANOVA) was also run with dependent variables based on the constructs of professionality outlined by Barber (1969). The following model was used: Y=C(i) + D(j) + I(k) + A(l) + D(j)I(k) + D(j)A(k) + I(k)A(l) + E where C = states, D = education, I = length of service, A = professional meetings. The analysis of variance was as follows:

Source	df
State	2
Education	3
Length of Service	4
Professional Meetings	2
Education x Length of Service	12
Education x Professional Meetings	6
Length of Service x Professional Meetings	8
Error	93

Demographic Profile of Current Child Care Workers

In this sample child care workers were overwhelmingly female (92%), between twenty and thirty-five years of age (twenty to twenty-five, 25.2%; twenty-five to thirty-five, 39.3%). Most workers were employed thirty-two to forty

hours per week (40.7%), with a notable portion (31.1%) responding they work forty hours or more per week. Further, the majority work thirty-six to fifty-two weeks per year (92.6%). For salary, 52.6% earned between $3.50 to $4.50 an hour. Salary level was considered less than satisfactory by 77%. The length of time employed was one to two years for 21.5%, three to five years for 27.4% and six to nine years for 24.4%. When asked to predict the number of years they will remain working as child care providers 27.4% said one to two years, 25.2% said three to five years, and 23.7% said ten or more years (Table 6).

When asked to respond to questions regarding their fringe benefits 51.9% of the child care workers did not receive paid vacations, 71.9% did not receive health insurance and 89.6% did not receive retirement benefits (Table 7).

Regarding education, 40.7% report some college as their highest educational level. Marking all categories which applied to their area(s) of study, the respondents were proportionately divided among five of the six categories: general courses, 28.1%; Child Development, 33.3%; Early Childhood Education, 32.6%; Elementary Education, 31.1%; and other, 39.0%. The majority of respondents (62.2%) reported they did not have a degree or certificate in Child Development, Early Childhood Education or a related area (Table 8).

Table 6

Demographics of Child Care Providers

1. Gender	(n=135)	%
Male	(n= 11)	8
Female	(n=124)	92
2. Age	**(n=135)**	**%**
below 20	(n= 14)	10.4
20-25	(n= 34)	25.2
25-35	(n= 53)	39.3
35-45	(n= 25)	18.5
over 45	(n= 9)	6.7
3. Hours Employed Per Week	**(n=135)**	**%**
1-10	(n= 2)	1.5
11-15	(n= 1)	.7
16-20	(n= 10)	7.4
21-28	(n= 14)	10.4
28-32	(n= 11)	8.1
32-40	(n= 55)	40.7
over 40	(n= 42)	31.1
4. Weeks Employed Per Year	**(n=135)**	**%**
13-26	(n= 2)	1.5
26-36	(n= 7)	5.1
36-52	(n=126)	92.6
5. Salary	**(n=135)**	**%**
below $3.50	(n= 12)	8.9
$3.50-$4.50	(n= 71)	52.6
$4.50-$5.50	(n= 30)	22.2
$5.50-$6.50	(n= 10)	7.4
$6.50-$7.50	(n= 7)	5.2
above $7.50	(n= 4)	3.0
no response	(n= 1)	.7

(table 6 continues)

Table 6 continued

6. Salary Satisfaction	(n=135)	%
very sat.	(n= 3)	2.2
satisfied	(n= 28)	20.7
neutral	(n= 27)	20.0
dissat.	(n= 55)	40.7
very dissat.	(n= 22)	16.3

7. How Long Employed as a Child Care Giver	(n=135)	%
< 1 year	(n= 18)	13.3
1-2 years	(n= 29)	21.5
3-5 years	(n= 37)	27.4
6-9 years	(n= 33)	24.4
10 or > yrs	(n= 17)	12.6
no response	(n= 1)	.7

8. Years Intend to Remain Employed As a Child Care Giver	(n=135)	%
< 1 year	(n= 13)	9.6
1-2 years	(n= 37)	27.4
3-5 years	(n= 34)	25.2
6-9 years	(n= 14)	10.4
10 or > yrs	(n= 32)	23.7
no response	(n= 5)	3.7

Table 7

Fringe Benefits of Child Care Providers

1. Paid Vacations	(n=135)	%
yes	(n= 64)	47.4
no	(n= 70)	51.9
no response	(n= 1)	.7

2. Health Insurance	(n=135)	%
yes	(n= 37)	27.4
no	(n= 97)	71.9
no response	(n= 1)	.7

3. Retirement	(n=135)	%
yes	(n= 12)	8.9
no	(n=121)	89.6
no response	(n= 2)	1.5

Table 8

Education of Child Care Providers

1. Highest Education	(n=135)	%
some high school	(n= 4)	3.0
high school graduate	(n= 28)	20.7
some college	(n= 55)	40.7
C.D.A.	(n= 3)	2.2
B.A./B.S.	(n= 27)	20.0
some graduate work	(n= 15)	11.1
graduate degree	(n= 3)	2.2

2. Area of Study	(n=135)	%*
no college	(n= 20)	14.8
general courses	(n= 38)	28.1
child development	(n= 45)	33.3
early childhood ed.	(n= 44)	32.6
elementary education	(n= 42)	31.1
other**	(n= 53)	39.0

3. Degree or Certificate in Child Development, Early Childhood Education or a related area	(n=135)	%
yes	(n= 48)	35.6
no	(n= 84)	62.2
no response	(n= 3)	2.2

*Respondents were asked to mark all categories that apply; percentages total more than 100 percent.
**See Appendix K.

Professional activities were surveyed with regard to participation in inservice training, workshops, and/or professional meetings outside the child care center, affiliation with a professional association and reading professional journals. Three categories of participation in inservice training best describe the majority of participants; monthly participation was reported by 21.3%, 35.3% reported once or twice a year, and 28.7% reported that inservice training was not offered in their centers. Regarding participation outside the child care center in workshops and/or professional meetings associated with child care, 45.2% reported they did so once or twice a year. Most respondents (83%) reported they did not belong to a local, state or national association. Forty-three per cent of the respondents likewise reported they do not read professional journals (Table 9).

The respondents were also asked to respond to their preference of job title. For those staff in a teaching/classroom management position, 34.2% preferred the title of teacher. The next preferred title was early childhood teacher, selected by 30.6%. Early childhood educator was the title preferred by 25.2% of the teaching/classroom management staff.

Staff working directly under teaching personnel selected the preferred title of early childhood assistant at the rate of 52.6%. Teacher's aid was preferred by 36.8% (Table 10).

Table 9

Professional Activities of Child Care Providers

1. Participation in Inservice Training	(n=135)	%
do not participate	(n= 14)	10.3
weekly or every other week	(n= 4)	2.9
monthly	(n= 29)	21.3
once or twice a year	(n= 48)	35.3
not offered	(n= 39)	28.7
no response	(n= 1)	.7

2. Participation Outside the Child Care Center in Workshops and/or Professional Meetings Associated with Child Care	(n=135)	%
do not participate	(n= 38)	28.1
once or twice a year	(n= 61)	45.2
three to five times a year	(n= 22)	16.3
more than five times a year	(n= 12)	8.1
no response	(n= 3)	2.2

3. Professional Affiliation in a Local, State or National Association	(n=135)	%
do not belong	(n=112)	83
local	(n= 6)	4.4
state	(n= 13)	9.6
national	(n= 14)	10.3

(Table 9 continues)

Table 9 continued

Professional Activities of Child Care Providers

4. Professional Journal Reading	(n=135)	%*
do not read professional journals	(n= 58)	43.0
Child Development	(n= 19)	14.1
Young Children or Childhood Education	(n= 38)	28.1
Child Care Information Exchange	(n= 10)	7.4
other**	(n= 31)	23.0

*Respondents were asked to mark all categories that apply; percentages total more than 100 percent.
**Responses listed as other:

Number of Responses	Title of Journal or Periodical
6	Instructor
5	Parents, Pre-K
3	Early Years, North American Montessori Teachers' Association Quarterly
2	American Montessori Internationale Journal, Constructive Triangle, Psychology Today, Teacher, Turtle
1	Baby Talk, Building Blocks, Child Care Quarterly, Education '86, Family Circle, First Teacher, Highlights, International Montessori Society Paper, Learning, National Center for Montessori Education Reporter, Preschool Teacher, Preschool Today, Woman's Day, Working Woman, Zoo Books.

Table 10

Job Title Preference of Child Care Providers

1. Job Title Preference of Staff in a Teaching/ Classroom Management Position	(n=111)*	%
Early Childhood Teacher	(n= 34)	30.6
Early Childhood Educator	(n= 28)	25.2
Teacher	(n= 38)	34.2
Other**	(n= 11)	9.9

2. Job Title Preference of Staff Working Directly Under Teaching Personnel	(n=38)*	%
Early Childhood Assistant	(n=20)	52.6
Teacher's Aid	(n=14)	36.8
Other**	(n= 4)	10.5

*Respondents were asked to respond only to the question which best described their current working position.
**Other responses appear in Appendix L.

Dimensions of Professionality

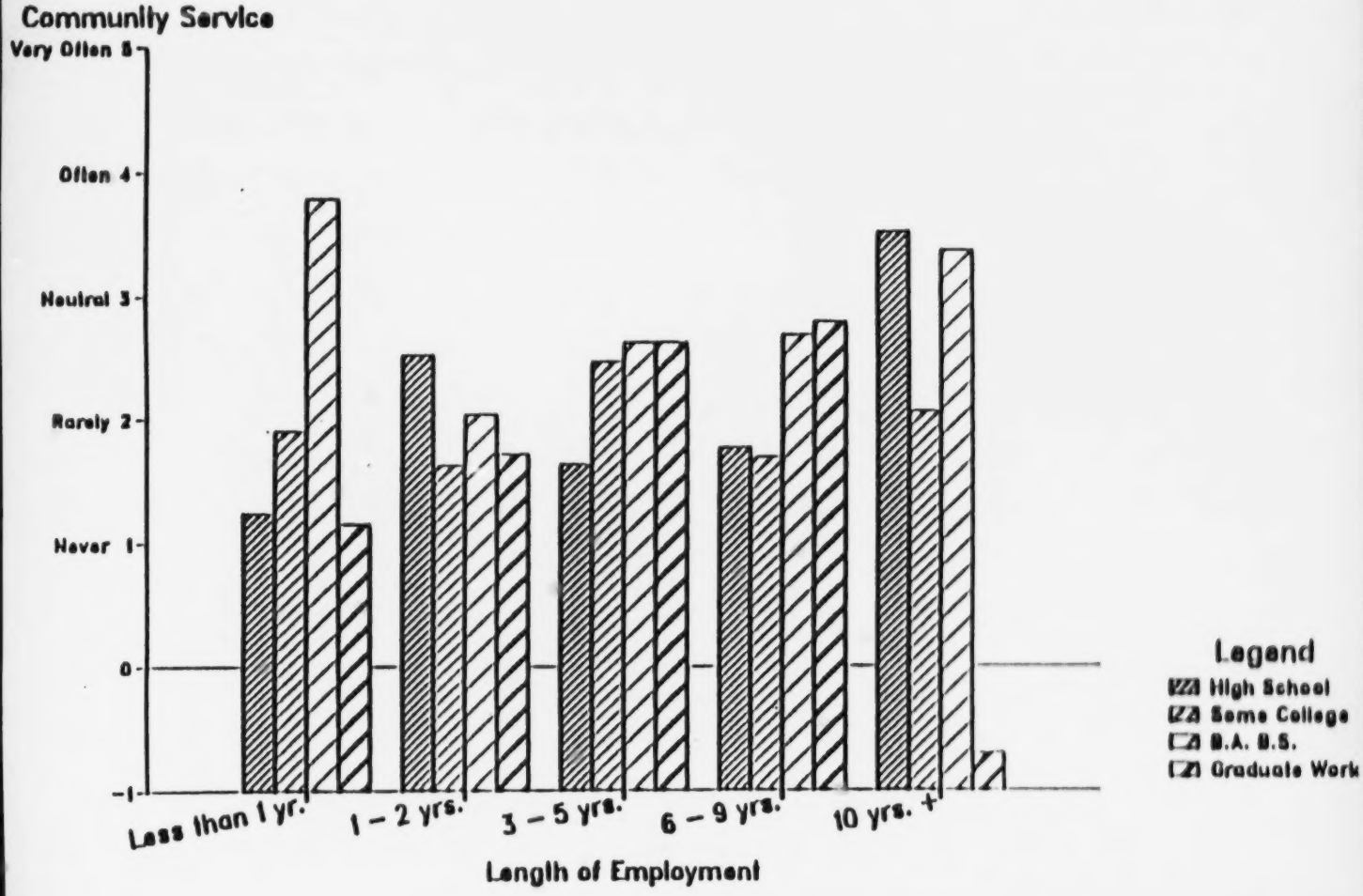
Separate univariate analysis of variance were run for the dependent variables of knowledge, salary satisfaction, rewards, and orientation to the community. All main effects and two way interactions were analyzed.

The main effect of education was significant for the dependent measure of knowledge, $F=3.2702$, 3,93 df, $p < .025$ (Means: high school = 21.786, sd = 1.112; some college = 25.155, sd = .892; college degree = 27.589, sd = 2.438; graduate work = 26.915, sd = 1.815). Tests of least significant differences between the means indicated that care givers with some college education felt they had gained less post high school knowledge about such factors as communicating with parents, interacting with other members of the instructional team etc. than care givers with a college degree. No other main effects were significant.

The interaction between education and length of service for the dependent measure of community orientation was significant, $F=1.8870$, 12,93 df, $p < .05$. See Figure 1. Means and standard deviations appear in Appendix M. Tests of least significant differences indicated significant differences between those with a high school education and ten years of service and those who had done graduate work with ten years of service. No other interactions were significant.

Figure 1

Community Service vs. Length of Employment vs. Education



No significant difference was found in the univariate analysis of variance for the variable rewards. The frequency distribution of responses to the question formulating this variable does, however, provide important information. Seeking to determine why the respondents had chosen employment in the field of child care, the participants of this study were asked to rank the reasons why they chose to be a child care provider. From a selection of five possible reasons, child care workers from all three states overwhelmingly chose enjoyment of children as their most important reason. This response was chosen by 84.4% of the respondents as their number one reasons for employment in the field.

Flexibility of working hours and the possibility of having their own children with them was the next response selected most frequently as the most important reason for choosing child care for employment. This response was selected by 11.1% of the participants.

Because code of ethics was measured nominally, chi-square tests were performed for this variable. In order not to increase experiment-wise error rate only two questions, which were deemed by two child developmentalists to be representative of all six moral problems, were chosen for the analysis. While it is recognized that these chi-square tests do not have high reliability due to the number of cells with low expected frequency, the tests are

theoretically important to this study. The cross-tabulations show patterns in the answers which provide important descriptive information. The results are presented in relation to the specific questions.

The first question (Ethics 2) queried the child care providers on how they would handle a parent's request for their child to bring home more arts and crafts (Q-27, Appendix D). The responses to this dilemma included respecting the parent's request and redirecting the child to complete more arts/crafts projects, discussing the matter with the parent explaining the value of unstructured art for the child, or disregarding the parent's request and allowing the child to play where he/she chooses.

The chi-square analysis shows that Ethics 2 and state are not independent of each other ($X2$ (4,N=130)=21.28, p<.0003). See Table 11.

Table 11

Chi-Square Test Ethics 2 by State

	Utah	Oregon	Idaho	Predicted Rate
Response #1 Respect/redirect	20 37.7%	1 2.4%	7 20%	21.5%
Response #2 Discuss Value	31 58.5%	41 97.6%	28 80%	76.9%
Response #3 Disregard	2 3.8%	0 0%	0 0%	1.5%

X_2 (4,N=130)=21.28, p<.0003

Further, the chi-square analysis shows that Ethics 2 and length of employment are not independent of each other (X2 (8,N=129)=22.48, p<.0041). Independence was shown on Ethics 2 for education level (X2 (6,N=130)=12.01, p<.0617) and the number of professional meetings attended per year (X2 (4,N=127)=5.11, p<.2758). See Table 12.

Table 12

Chi-Square Test Ethics 2 by Length of Employment

	< 1 year	1-2 years	3-5 years	6-9 years	10>	Predicted Rate
Response #1 Respect/ Redirect	8 44.4%	6 22.2%	5 13.9%	4 12.5%	4 25%	20.9%
Response #2 Discuss Value	8 44.4%	21 77.8%	31 86.1%	28 87.5%	12 75%	77.5%
Response #3 Disregard	2 11.1%	0 0%	0 0%	0 0%	0 0%	1.6%

X_2 (8,N=120)=22.48, p<.0041

The second question used for data analysis (Ethics 4) looked at responses to the problem of a request from parents to teach more academics (Q-29, Appendix D). The first answer to this question stated that the child care provider would begin introducing into the day's program some activities directed toward academic skills. The second possible answer states that the child care provider would disregard the pressure and continue with their

program as before. The third answer states that the child care provider would feel most comfortable in dealing with this problem by reading some articles by an authority in the field of early childhood education on teaching academic skills and then making a decision.

The chi-square test shows independence for Ethics 4 and state (X2 (4,N=130)=3.44, p<.4869), education level (X2(6,N=130)=9.07, p<.1696) and length of employment (X2 (8,N=129)=2.61, p<.9563).

Independence was not shown for Ethics 4 and the number of professional meetings attended in a year (X2 (4,N=127)=10.50, p<.0328). See Table 13.

Table 13

Chi-Square Test Ethics 4 by Professional Meetings

	Do not Participate	1, 2 mtgs a year	3 or more mtgs a year	Predicted Rate
Response #1 Begin introducing	14 38.9%	18 31%	2 6.1%	26.8%
Response #2 Disregard	4 11.1%	7 12.1%	6 18.2%	13.4%
Response #3 Read and make a decision	18 50%	33 56.9%	25 75.8%	59.8%

X_2 (4,N=127)=10.50, p<.0328

Patterns were examined in those cross-tabulations not showing independence. In the cross-tabulation of Ethics 2 by state, the response rate from Idaho is shown to be

remarkably close to the predicted overall response rate on all three responses. The predicted response rate for each of the 3 states on answer number one was 21.5% with Idaho's total response rate at 20.0%. Predicted response rate for answer number two was 76.9% with Idaho's response rate totaling 80.0%. For answer number three the predicted response rate was 1.5% with Idaho's total response rate at 0%.

Comparing the responses of child care providers from Oregon to the predicted response rate shows a dramatic pattern. With a predicted response rate of 21.5% on answer number one, Oregon's total response rate was 2.4%. For answer number two the predicted response rate was 76.9% and Oregon's response rate totaled 97.6%. Answer number three had a predicted response rate of 1.5% compared to Oregon's actual response rate of 0%.

Utah's response rate shows a pattern noticeably dissimilar to the other two participating states. With 21.5% as the predicted response rate for answer number one, Utah was the only state with an actual response rate totalling higher than the predicted with 37.7%. With a response rate of 58.5% for answer number two Utah was the only state with a response rate that was lower than the predicted rate of 76.9%. Utah was also the only state with respondents selecting answer number three. The predicted response rate was 1.5% with an actual response rate of 3.8%.

Examining the cross-tabulations of Ethics 2 by length of employment the following patterns are noted. For those child care providers employed less than one year, the responses differed remarkably from the predicted rate of response. For the first answer the predicted rate of response was 20.9%. Child care providers employed less than one year chose this response at a rate of 44.4%. The predicted response rate for answer number two was 77.5%. Child care providers employed less than one year also chose this answer at the rate of 44.4%. Answer number three had a predicted response rate of 1.6% and only child care providers employed less than one year chose this response as the way they would feel most comfortable handling the problem. The actual response rate was 11.1%.

For child care providers employed 2 to 3 years the pattern of response mirrors the predicted rate of response. Answer number one, with a predicted response rate of 20.9%, was chosen by 22.2% of this group of care givers. The second answer was selected at a rate of 77.8% compared to the predicted rate of 77.5%. No child care providers employed 1 to 2 years selected answer number three. The predicted response rate was 1.6% with an actual response rate of 0%.

Child care providers employed three to five years responded in a pattern which also varies from the predicted rate. The first answer, with a predicted rate of 20.9% was selected by this group at a rate of 13.9%. Answer number

two with a predicted rate of 77.5% was chosen by 86.1%. No child care providers in this group chose answer number three for a response rate of 0% compared to the predicted rate of 1.6%.

The next group of child care providers, those employed six to nine years show a response pattern which is parallel to the previous group. For answer number one, the predicted rate was 20.9% and 12.5% of this group of care givers chose this answer. The second answer was selected at a rate of 87.5% compared to the predicted rate of 77.5%. The third response, with a predicted rate of 1.6%, was not selected by any care givers in this category. The actual response rate was 0%.

The final group of child care providers, those employed ten or more years responded at the following rate. Answer number one was selected by 25.0% of this group compared to a predicted rate of 20.9%. With a predicted rate of 77.5%, the second answer was chosen by 75.0% of this group of care givers. No child care providers in this group chose answer number three for a response rate of 0% compared to the predicted rate of 1.6%.

An examination of the cross-tabulation of the Ethics 4 question and attendance at professional meetings reveals less dramatic trends. For those child care givers who do not participate in professional meetings, 38.9% chose answer number one, which is somewhat above the predicted rate of 26.8%. This category of care giver chose answer

number two at a rate of 11.1% compared to the marginal rate of 13.4%. Answer number three was selected by 50% of these care givers which was below the predicted rate of 59.8%.

For those care givers who attend one or two professional meetings a year, 31.0% chose answer number one, compared to the marginal rate of 26.8%. Answer number two was selected at a rate of 12.1% by this group of care givers, which shows little deviation from the predicted rate of 13.4%. The predicted rate of selection for answer number three was 59.8% and 56.9% of this category of care giver selected this response.

The final group of care givers were those who attend three or more professional meetings a year. They selected answer number one at a rate of 6.1% contrasted to the predicted rate of 26.8%. Answer number two had a predicted response rate of 13.4% and was selected by 18.2% of this group. The third response was selected by 75.8% of this category of care givers, above the predicted rate of 59.8%.

Summary of the Major Findings

This study of a cross sectional sample of child care workers in the western United States found those workers to be overwhelmingly female and young. Only one-third of the workers had a baccalaureate degree or higher. For those who had attended college, the areas of study were diversified. Most child care workers do not belong to a professional organization. Less than half read

professional journals.

More than half of the respondents had been employed as a child care provider five years or less. In addition, more than half of the participants plan to leave this field of employment within five years. These workers are employed full-time and earn $4.50 or less per hour. More than half are dissatisfied with their salaries. Less than half of the workers receive the fringe benefits of paid vacations, health insurance, and retirement.

Education level was found to significantly influence the perceived amount of knowledge as reported by the child care workers. Care givers with some college reported they had gained less post high school knowledge than those care givers with a college degree. Education and length of employment were found to have a significant effect on the care giver's orientation to the community. Care givers with more education and more length of service were found to be less oriented to the community.

Patterns were shown in the responses to code of ethics type dilemmas. Responses were analyzed on the question regarding a request from a parent for a child to do more arts and crafts type projects. Child care workers from Oregon were overwhelmingly more likely than care givers from Utah or Idaho to choose to discuss this request with the parent for the purpose of explaining the value of unstructured art.

Length of employment also had significant effects on

the choice of response to this dilemma. The longer a person had been employed as a child care giver, the more likely he/she was to choose to discuss this request with the parent.

Responses to the moral dilemma of being asked to introduce more academics into the program showed significance by attendance at professional meetings. The more professional meetings attended per year, the more likely the care giver is to read what authorities in child development and early childhood education say about teaching academics before making a decision on the request.

Chapter V

DISCUSSION

The purpose of this study was to examine the degree to which professional dimensions are found in child care workers. Further, this study sought to build upon earlier exploratory studies by examining the common demographics of a cross-sectional random sample of child care workers. This descriptive information was utilized to create a demographic profile of workers currently employed in the field of child care.

Demographic Profile of Current Child Care Workers

The results of this study using a cross-sectional random sample of child care workers provide a contrast and important comparisons to earlier studies (Hostetler & Klugman, 1982; NAEYC, 1984) which used samples based upon professional affiliation. While each study found an overwhelming majority of child care workers to be female, important differences between this and previous studies are found in all other areas.

For age, the earlier studies showed the majority of workers to be thirty or older. This study found the majority to be thirty-five or younger. Even recognizing the disparity in response categories for age used by the studies, the results indicate that by looking at a cross-sectional sample, child care workers are in fact younger than previous studies would indicate.

Low salaries and inadequate fringe benefits are major concerns in the field of child care, and this study finds these problems to be of even greater magnitude than previously found.

This study found the majority of child care workers were earning a maximum average of $9360 per year. This figure is $5639 to $6240 less than the maximum average incomes reported in earlier studies. As could be expected, the majority of workers responded that they feel this salary is less than satisfactory. In addition, for all three fringe benefits investigated in this study, the actual percentage of workers receiving each benefit is lower than both earlier studies found. It is clearly indicated that by looking at all child care providers rather than just those belonging to a professional organization, low salaries and lack of fringe benefits are distressingly more of a problem than previously believed.

A previous study supported the claim that child care providers work long hours, with over half of the respondents to the NAEYC (1984) study describing the hours they work as 31-40 hours per week. An overwhelming majority of the participants in this study indicated they worked 32 hours or more per week. In fact, almost one-third of the child care respondents indicated they work forty hours or more per week.

Perhaps an indication of how child care providers feel about working under such conditions may be found in the

participants' responses to how long they plan to remain employed as a child care giver. Over half of the respondents indicate they plan to leave the field in five years or less. This response also indicates a lack of commitment to the field of child care.

This study fails to support the commonly accepted stereotype of child care workers that includes the notion that they are poorly educated. However, in this study the results of just how educated they are differs from the results revealed in previous studies. Both earlier studies found an overwhelming majority of workers to have at least a baccalaureate degree. In contrast, this study found that to be true for only one-third of the respondents. This discrepancy may be explained by the fact that previous studies included college faculty as well as administrators in child care. This study focused on those providing the direct care of children.

The results of the present study support a present concern in the educational background of child care workers. Looking at the major area of study in college, it was found that a child care worker was somewhat more likely to have studied in some other field, which includes such areas of study as business or political science, as to have studied in the fields of child development or early childhood education. This concern is further supported with almost two-thirds of the respondents reporting they do not have a degree or certificate in child development,

early childhood education or a related field.

This wide diversity in the preparatory backgrounds of child care workers may serve to explain a lack of cohesiveness in terms of preferred job titles. The respondents were divided in their choice of a title that best describes what a child care worker does.

Ostensibly, affiliation with a professional association can provide workers with important information, support group networking, as well as enhance a sense of professional identity. However, this study found that an overwhelming majority of child care providers claim no such association. This may be through lack of commitment to the field, or because of a lack of awareness of the benefits of such groups. It may perhaps even signal a lack of knowledge of the existence of such groups. While both previous studies sought to provide insight into the commonalities of child care workers, the limitation of examining only those claiming professional association is clearly problematic. The finding of this study which reveals a very low rate of association with professional organizations, serves as a salient reminder of the need for the use of a cross-sectional sample when looking at child care providers.

Professional Dimensions

Knowledge

This study found that education level significantly

influences the amount of knowledge child care providers feel they have gained since completing high school. It is interesting to note that the data revealed that knowledge increased concomitantly with education with the exception of those child care workers who have done graduate work or who have a graduate degree. Care givers reporting some graduate work or a graduate degree as their highest education level had lower knowledge scores than those care givers with a B.A./B.S. degree.

This significant difference may be a result of the higher educated care givers having a greater awareness of the complexity and diversity of the knowledge base. Therefore in comparison, their own knowledge appears less complete.

Orientation to the Community

The likelihood of a care giver being involved in community service which will benefit young children is determined to a significant degree by the interaction of education and length of employment as a child care worker. Care givers that are most likely to have done such service for the community are those with a B.A./B.S. that have been employed less than one year. Care givers least likely to serve the community have been employed 10 years or more, have done some graduate work or have a graduate degree.

These data indicate that a college education does, to a certain point, encourage engaging in the professional activity of serving the community for reasons beyond

monetary gain. That this influence does not continue for those care givers of longer employment with even higher education may be a signal that these workers are experiencing burnout. Care givers suffering from burnout would find it difficult, as could be expected, to be involved in service outside of their employment. On the other hand, these care givers may have stronger commitments outside of their employment. Demands of marriage and family may simply prevent involvement in community service.

Code of Ethics

Examining the variation of responses to the code of ethics question regarding arts & crafts projects by state, child care givers from Utah were overwhelmingly more likely to choose response number one than were participants from Oregon and Idaho. This response of respecting the parent's wishes and redirecting the child to do more arts and crafts type projects may signal a lack of acceptance among child care workers in Utah of the value of unstructured art. It may also be indicative of a high regard, by Utah care givers, for parents and their right to have the final say in what is most important for their child. A contraindication of this view would be the response rate to answer number three which was to disregard the parent's wishes and allow the child to play where he/she chooses. Only teachers from Utah chose this response as their most likely method of dealing with the problem. Choice of this response may suggest both a disregard of parental requests

and an unwillingness to enter into discussions with parents. Further interpretation of this pattern of response may indicate the absence of an accepted philosophy and basic teaching goals in Utah's child care centers. Without accepted and well understood direction, child care providers could possibly be both more influenced by parents' wishes and less likely to respond to any direction, no matter what the source.

The dramatic trend for Oregon child care providers to select answer number two, which was to discuss the matter with the parent, explaining the value of unstructured art for the child, as their most likely response would indicate an acceptance of the value of this type of art for young children. Furthermore, a willingness to discuss this value with the child's parents is indicated. Care givers from Idaho followed the same trend as care givers from Oregon but the pattern is less dramatic.

Length of employment showed distinct patterns of response to the question regarding a request for more arts and crafts projects. Child care providers employed less than one year were the group most likely to choose the response to respect the parent's wishes and redirect the child to complete more of the desired projects. This rate of response may indicate a willingness by these care givers to respect parent's wishes and to please parents as well as the likelihood of being easily influenced by directives from others. Further, it may be indicative of a lack of

security in an awareness of what is best for young children. These novice care givers were the group least likely to choose to respond to this problem by discussing the matter with parents in an effort to explain the value of unstructured art for young children. This may be a further indication that this group lacks a sense of security in knowing what is best for young children. Moreover, feeling this sense of inadequacy and because of their lack of experience, these workers may have chosen not to respond in such a manner because of a reluctance to discuss this or any matter with parents.

Length of employment for those workers employed one to nine years indicates a consistent pattern of response to this scenario. The greater the length of employment, the less likely the child care provider is to choose to redirect the child to do more arts and crafts projects because of a request from a parent. Furthermore, the greater the length of employment, the more likely the child care worker is to choose to discuss the matter with the parent. No child care provider employed a year or longer chose the response to disregard the parent's request. This pattern of response indicates that up to a certain point, the longer a care giver is employed, the more likely the care giver is to have an awareness of the value of unstructured art in meeting the developmental needs of young children. Moreover, years of service enhance a child care giver's willingness to discuss with a parent what is

considered best for the child. In addition, this hypothetical request from the parent was valued to the degree that any course of action was preferred over choosing to disregard a parent's request.

This pattern of responding, however, does not hold true for care givers employed ten years or longer. This may indicate that workers in this group reflect a different school of thought which does not place high value on unstructured art. This group may also include older care givers who choose to respect the parents' wishes or to try to please the parents rather than to seek to re-educate them.

Cross-tabulations of the responses to the code of ethics scenario regarding academic skills, and the number of professional meetings a child care provider attends per year, reveal additional trends. This analysis indicates that the more professional meetings the care giver attends per year, the less likely the care giver is to choose to succumb to pressure and begin introducing academics that he or she feels are inappropriate for the children. Furthermore, the more meetings attended per year, the more likely the care giver is to choose the response to disregard the pressure and continue with the current program. Increased attendance also increases the choice of the response to read some articles by authorities in the field before making a decision.

This consistent trend would indicate that a higher

rate of attendance at professional meetings is likely to increase a care giver's confidence in earlier decisions regarding curriculum. An awareness of what is appropriate for young children is also heightened through increased attendance. In addition, a willingness to read what authorities say may indicate that meetings provide necessary information such as who the authorities are and where a care giver can find what they have written on different issues.

Furthermore, attendance at professional meetings decreases the likelihood of a child care provider making changes based on perceived pressure to do so. Moreover, the likelihood of making a decision without strengthening an awareness of what the authorities say is decreased.

Rewards

More than four out of five care givers reported that their enjoyment of children was the number one reason they chose employment in this field. This preference to work with children indicates that these workers do find a sense of reward in their work since all the respondents provided direct care to children.

Limitations

This study, like all mailed surveys, is limited by the fact that not all the child care providers who were chosen to participate actually did so by completing and returning the questionnaire. A further limitation of the study is

the time of year the data were gathered. The child care centers were contacted in August, and the questionnaires were distributed and returned in September. This is a time of year when many child care centers are in a state of transition. Enrollment is often low resulting in fewer care givers or the center being temporarily closed. This time factor perhaps also aided the study. During this time of transition, the child care workers who responded may have in fact had more time to be analytical in responding to the survey.

The demographics of the three cities selected for this study show them to be both similar and representative of cities in the western United States. The remarkable homogeneity of the populations of these cities does, however, limit the generalizability of this study. All three cities show a low percentage of Black Americans as well as low percentages of ethnic groups. This factor would make these cities less than representative of all cities in the United States.

The inclusion of different scoring methods in the questionnaire may limit the reliability of the instrument. While some of the constructs employed a single question, several used a multiple question format.

Using chi-square tests to analyze the data for the variable code of ethics, several cells had an expected frequency of less than five. Furthermore, it is recognized that in this analysis, that some cells had a count of zero.

Therefore, the statistical significance of this analysis is limited.

Implications

The results of this study provide insights into the present standing of child care in its move toward professionalism. Comparing the data of this study with Barber's constructs of professionality reveals that child care has not yet met the basic requirements of professional status. The knowledge dimension is not at a professional standing. Child care workers have a low level of education. Moreover, many educated care givers come from backgrounds unrelated to child care. The perceived level of knowledge was high as reported by participants in the study. However, those activities which strengthen the knowledge base showed low levels of participation. Inservice training was either not available to or not utilized by over one-third of the respondents. The reading of professional journals is at a low rate and many respondents cited popular magazines as professional journals.

The acceptance of minimum standards of education for entrance into the field of child care will strengthen the knowledge component. By requiring workers to have a college degree in child development or early childhood education, the likelihood of a stronger knowledge base is increased.

Making inservice training available to all child care workers will both increase and maintain their knowledge. Acquainting these workers with the invaluable resource of professional journals will also help to strengthen this area and the field's move to professional status.

Child care workers find their employment rewarding in the sense that the main reason they have the job is because they enjoy working with children. This element of reward, however, fails to foster commitment to the field of child care. With a high percentage of workers planning to leave the field within five years, child care has not reached a professional level in rewarding its employees.

Salaries need to be higher. Child care workers need to receive those fringe benefits which are common in America's work force. By increasing the compensation they receive for the work they do, child care providers will likely experience increased job satisfaction. Strengthening the rewarding element of doing a job they enjoy, child care workers will also strengthen their standing as a profession.

Patterns of response on questions of moral dilemma signal that child care providers are beginning to accept a code of ethical behavior. Most workers selected answers which indicate that the basic needs and rights of individuals they work with are being recognized and respected.

Voluntary association with professional groups will

Affiliation with such groups will enhance the field's efforts to regulate the standards of child care. Furthermore, the formalized acceptance of a professional code of ethics will be facilitated. The increase in membership of professional groups associated with child care will aid the efforts of the field in achieving professional recognition.

The professional dimension of being oriented toward serving the community, is not at a professional level for the field of child care. Child care providers have a low rate of choosing to share their skills and information about young children with the community.

The demonstration of a sense of commitment to the community and to society at large will enhance the professional status of child care. Again, association with professional groups would facilitate this activity.

Conclusions

The demographics of a cross-sectional sample of child care providers create a notably different profile of those workers than one created by a sample based on professional affiliation. Those areas which are cited as problematic in the field of child care appear to be even more severe than early studies indicate.

Child care providers work long hours and are poorly paid. Most workers do not receive common fringe benefits of paid vacation, health insurance and retirement. The

majority of child care workers do not have a college education. Many workers come from an educational background unrelated to child care.

An overwhelming majority of workers claim no association with a professional group. Few read professional journals. Participation in inservice training is at a low level. Child care workers do not agree on preferred nomenclature.

Child care has not achieved professional status based on the dimensions of professionality set forth by Barber (1969). Education was found to significantly effect knowledge. This professional dimension may be strengthened by higher levels of education and stronger programs of inservice training.

Orientation to the community was found to be significantly effected by the interaction of education with length of employment. Affiliation with a professional organization was recommended as a means to strengthen this dimension.

This same recommendation was given as a plausible way to facilitate the acceptance of a code of ethics for child care. Findings suggest that workers are beginning to adhere to such a code of behavior.

Finally, child care workers plan to leave the field at a high rate. Increasing their job compensation may enhance job satisfaction and the level of reward and thus strengthen their commitment of the child care profession.

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Appendix A

Human Subjects Proposed Research Form

Statement of the PI to the IRB for Proposed
Research Involving Human Subjects

Proposal Title Professionalism in Day Care Workers

Principal Investigator* Ann M. Berghout Austin **Dept.** FHD **Ext.** 1527

Student Researcher Carol Joan Armga **Dept.** FHD **Ext.** 1525

A. **Human subjects will participate in this research and be asked to do the following:** complete a mailed questionnaire

B. **The potential benefits to be gained from the proposed research are:**

To provide insights into the nation wide movement toward professionalization for the field of child care.

C. **The risk(s) to the rights and welfare of human subjects involved are:**

no risks

D. **The following safeguards/measures to mitigate/minimize the identified risks will be taken:** the questionnaire was designed to be non-embarrassing and non-threatening and therefore no risks are involved

E. **The informed consent procedures for subjects will be as follows: (Explain procedures to be followed and attach an example of the informed consent instrument)** there will be no attached informed consent because the subjects have control over participation

F. **The following measures regarding confidentiality of subjects will be taken:** no nmaes will be attached to the questions. A numbered coding system will be used to identify the subjects for remailing purposes only and will only be available to the researchers. The number will be discarded before data analysis.

G. **Other: (If, in your opinion no, or minimal, risk to subjects exists, please explain in this section)** There is no risk to the participants. The questions being asked are the type of question that any professional would ask another colleague.

Ann M. Berghout Austin

Principal Investigator Signature*

Student Researcher Signature

*A student researcher should name his/her advisor or chairman as the principal investigator. Both are required to sign this form.

Appendix D

HS Form 82-2

Appendix B

Research Review Exemption

UTAH STATE UNIVERSITY LOGAN UTAH 84322

OFFICE OF THE VICE PRESIDENT
FOR RESEARCH
Telephone (801) 750-1180

MEMORANDUM

TO: Dr. Ann M. Berghout Austin and Carol Joan Armga

FROM: Sydney Peterson

DATE: August 8, 1986

SUBJECT: Proposal Entitled, "Professionalism in Day Care Workers"

The above referenced proposal has been reviewed by this office and is exempt from further review by the Institutional Review Board. However, the IRB strongly recommends that you, as a researcher, maintain continual vigil of the importance of ethical research conduct. Further, while your research project does not require a signed informed consent, you should consider (a) offering a general introduction to your research goals, and (b) informing, in writing or through oral presentation, each participant as to the rights of the subject to confidentiality, privacy, or withdrawal at any time from the research experience.

The research activities listed below are exempt from IRB review based on HHS regulations published in the Federal Register, Volume 46, No. 16, January 26, 1981, p. 8387.

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) instruction techniques, curricula, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

3. Research involving survey or interview procedures, except where all of the following conditions exist: (a) responses are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (b) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability, and (c) the research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol. All research involving survey or interview procedures is exempt, without exception, when the respondents are elected or appointed public officials or candidates for public office.

4. Research involving the observation (including observation by participants) of public behavior, except where all of the following conditions exist: (a) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (b) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability, and (c) the research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

5. Research involving the collection or study of existing data, documents, records, pathological specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your research is exempt from review based on exemption number 3.

Sydney Peterson

Sydney Peterson
Staff Assistant

Appendix C

Letter of Results to Participants

UTAH STATE UNIVERSITY CENTENNIAL

DEPARTMENT OF FAMILY AND HUMAN DEVELOPMENT
College of Family Life
Logan, Utah 84322-2905

July 1, 1987

Dear Research Participant:

Thank you for your participation Fall,1986,in my study on child care providers. A total of 144 care givers from Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho participated in the study. Interesting and important information about child care workers was gathered.

The study found that child care providers are mostly female and between the ages of 20 and 35. The majority of workers are employed full-time earning between $3.50 and $4.50 per hour. Most workers are less than satisfied with their salaries. Less than half of the reporting care givers receive the fringe benefits of paid vacation, health insurance and retirement. One-third of the care givers reported that their highest level of education is a baccalaureate degree or higher. The care givers were somewhat more likely to have an education background in some other field than to have studied child development or early childhood education.

Most child care workers do not claim membership in a professional organization. Few read professional journals. Participation in inservice training is at a low level.

The study also examined the data to assess child care's status in seeking professional recognition. Four dimensions of professionality were utilized. They were: knowledge, rewards, code of ethics and orientation to the community. This study found that the field of child care has not yet met the basic requirements of professional status.

Thank you again for helping in this study. Please feel free to share the above information with all of the staff in the center where you work.

Sincerely,

Carol Armga
Master's Candidate in Child Development

Appendix D

Questionnaire

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-2905
DEPARTMENT OF FAMILY AND HUMAN DEVELOPMENT
College of Family Life

September 9, 1986

Dear Child Care Provider,

Working in child care is an exciting and demanding job. I am doing a study to gain information about the people who do this important job. The purpose of the study is to show that child care is a valuable service in our communities.

You have been carefully selected to participate in this study and represent other child care providers in your city. Your name, however, will never be used in any way with this research or the results. The questionnaire has an identification number for mailing purposes only. This is so we may check your name off of the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

This booklet contains 40 questions designed to provide insight into what you do as a child care provider. Completing the questionnaire will take only approximately 20 minutes of your time. Your answers will help the child care profession move forward in positive ways.

Thank you for your help.

Sincerely,

Carol Armga
Graduate Student in Child Development

For office
use only

(1-4) ID No. _____

PLEASE CIRCLE THE NUMBER(S) IN EACH QUESTION WHICH CORRESPOND(S) TO THE ANSWER(S) YOU CONSIDER TO BE THE MOST APPROPRIATE.

(5) Q-1. Are you employed as a child care giver in a day care center, preschool, or other child care setting?
(CIRCLE ONE NUMBER)
1. Yes
2. No

(6) Q-2. What is your sex? (CIRCLE ONE NUMBER)
1. Male
2. Female

(7) Q-3. What is your age? (CIRCLE ONE NUMBER)
1. under 20 years
2. 20-24 years
3. 25-34 years
4. 35-44 years
5. 45 years and older

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(8)

Q-4. How many hours a week are you employed as a child care giver?

(CIRCLE ONE NUMBER)

1. 1 to 10 hours
2. 11 to 15 hours
3. 16 to 20 hours
4. 21 to 28 hours
5. 28 to 32 hours
6. 32 to 40 hours
7. 40 plus hours

(9)

Q-5. How many weeks a year are you employed as a child care giver?

(CIRCLE ONE NUMBER)

1. less than 12 weeks
2. 13 to 26 weeks
3. 26 to 36 weeks
4. 36 to 52 weeks

(10)

Q-6. How much do you earn per hour as a child care giver?

(CIRCLE ONE NUMBER)

1. less than $3.50 an hour
2. $3.50 to $4.50 an hour
3. $4.50 to $5.50 an hour
4. $5.50 to $6.50 an hour
5. $6.50 to $7.50 an hour
6. more than $7.50 an hour

J

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(11) Q-7. How satisfied are you with your salary?

(CIRCLE ONE NUMBER)

1. Very satisfied
2. Satisfied
3. Neutral
4. Dissatisfied
5. Very dissatisfied

(12) Q-8. Do you received paid vacations in your child care job?

(CIRCLE ONE NUMBER)

1. Yes
2. No

(13) Q-9. Do you receive health insurance benefits in your child care job? (CIRCLE ONE NUMBER)

1. Yes
2. No

(14) Q-10. Do you receive retirement benefits in your child care job? (CIRCLE ONE NUMBER)

1. Yes
2. No

5

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(24)

Q-14. What is your highest educational level? (CIRCLE ONE NUMBER)

1. some high school
2. high school diploma/GED
3. some college
4. CDA
5. graduated from college (please specify the degree you earned and your major field of study)

_____

6. some graduate work (please specify major and number of hours)

_____

7. graduate degree (please specify degree and major)

_____

Q-15. If you have taken college courses, what was/is your main area of study? (CIRCLE ALL THAT APPLY)

(25) 1. does not apply, college courses not taken
(26) 2. general courses
(27) 3. child development
(28) 4. early childhood education
(29) 5. elementary education
(30) 6. other (please specify) _____

(31)

Q-16. Do you hold a degree or certificate in child development, early childhood education or a related field? (CIRCLE ONE NUMBER)

1. No
2. Yes (please specify a degree or certificate and where obtained) _____

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(15)

Q-11. How many years have you worked in a child care setting?
(CIRCLE ONE NUMBER)

1. less than one year
2. one to two years
3. three to five years
4. six to nine years
5. more than ten years

(16) Q-12. How many more years do you intend to be a child care worker?
(CIRCLE ONE NUMBER)

1. less than one year
2. one to two years
3. three to five years
4. six to nine years
5. more than ten years

Q-13. Estimate the percentage of time per week you spend working with the following age groups. (CIRCLE ALL THAT APPLY)

	Age Group	% of time
(17)	1. birth to age one	1.
(18)	2. one to two years	2.
(19)	3. two to three years	3.
(20)	4. three to four years	4.
(21)	5. four to five years	5.
(22)	6. five to six years	6.
(23)	7. mixed ages (please specify)	7.

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(32) (33)

Q-17. How often do you participate in inservice training offered through the child care center where you are employed?
(CIRCLE ONE NUMBER)

1. I do not participate
2. weekly or every other week
3. monthly
4. once or twice a year
5. inservice training is not offered at the day care center

Q-18. How often do you participate in workshops outside the center, and/or professional meetings associated with child care, day care or early childhood education. If yes, please list all meetings attended in the last year.
(CIRCLE ONE NUMBER)

1. I do not participate
2. once or twice a year
3. three to five times a year
4. more than five times a year
5. please list meetings attended _____
_____

Q-19. List below any local, state or national associations for day care workers or early childhood educators to which you belong.

(34) _____ _____ do not belong
(35) _____
(36) _____
(37) _____
(38) _____

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Q-20. What professional journals do you read on a regular basis? (CIRCLE ALL THAT APPLY)

(40)
(41)
(42)
(43)

1. I do not read any professional journals
2. Child Development
3. Young Children and/or Childhood Education
4. Child Care Information Exchange
5. Other (please specify) _____

(44)

Q-21. In addition to your child care job, how often do you share your skills and information about young children in many different community settings? For example, do you talk with parent groups about choosing appropriate toys, or talk with young members of 4-H about babysitting? (CIRCLE ONE NUMBER)

very often	often	neutral	rarely	never
5	4	3	2	1

Q-22. In making decisions in your child care job, whose interests do you test? Please rank all 5 items listed below with 1 being the most important group and 5 being the least important group.

_____ parents
_____ children
_____ day care center
_____ personal
_____ community

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(49-51)

Q-23. Listed below are five possible reasons why a person could choose to be employed as a child care giver. Please rank all five items according to the reasons why you are a child care giver, with 1 being the most important reason and 5 being the least important reason.

_____ salary

_____ enjoy children

_____ flexibility of working hours, possible to have own children with you

_____ no educational or training requirements

_____ desire to serve community

ANSWER ONLY ONE OF THE TWO FOLLOWING QUESTIONS. For example, if you answer Q-24, do not answer Q-25.

(52)

Q-24. If you are in a teaching/classroom management position which of the following job titles would you prefer?

(CIRCLE THE BEST ANSWER)

1. Early childhood teacher
2. Early childhood educator
3. Teacher
4. Other (please specify) _____

9

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(53)

Q-15. If you are staff working directly under teaching personnel, which of the following job titles would you prefer? (CIRCLE THE BEST ANSWER)

1. Early childhood assistant
2. Teacher aid
3. Other (please specify) _____

THE NEXT SIX QUESTIONS PRESENT PROBLEMS THAT CHILD CARE PROVIDERS ARE OFTEN REQUIRED TO DEAL WITH. PLEASE CIRCLE THE ANSWER THAT COMES CLOSEST TO HOW YOU WOULD FEEL MOST COMFORTABLE HANDLING THE PROBLEM.

(54)

Q-16. A parent of a boy requests that the child not be allowed to play with dolls at school. You would:

1. disregard the parent's request and allow the child to play where he chooses.
2. discuss the request with the parent and explain the value of doll play for males and females.
3. respect the parent's request and redirect the child away from doll play.

10

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(33)

Q-27. Parents often judge the quality of their child's day in child care by the arts/crafts projects the child takes home. If a parent were to complain that their child didn't ever bring home cute things you would:

1. respect the parent's request and redirect the child to complete more arts/crafts projects.
2. discuss the matter with the parent explaining the value of unstructured art for the child.
3. disregard the parent's request and allow the child to play where he/she chooses.

(34)

Q-28. Suppose that the children in your care are allowed to watch television for a limited amount of time each day at school. They very much enjoy watching a television program you find questionable. They often beg to watch the program. You would:

1. disregard the children's begging and prohibit them from watching the program.
2. allow the children to watch the program on occasion as a reward for certain behaviors.
3. redirect the children away from the television program by planning a favorite activity at the same time the program airs.

11

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3-19. You feel under pressure to teach the children in your group some academic skills which you find inappropriate for their age level. You would:

1. begin introducing into the day's program some activities directed toward academic skills.
2. disregard the pressure and continue with your program as before.
3. read some articles by an authority in the field of early childhood education on teaching academic skills and then make a decision.

3-20. You find that you do not get along very well with another teacher in the child care center. When a parent comes to complain to you about that teacher's behavior you would:

1. tell the parent you also don't like the teacher's behavior.
2. take a neutral position and point out some of the teacher's strengths.
3. first ask yourself if this teacher's behavior is harmful to the children before doing anything.

12

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3-11. A welfare parent has finally obtained a job. The child care fees corresponding to the parent's income would cause the income of the parent to amount to only a few more dollars than previously received from welfare. You are aware that alternative arrangements for child care are unavailable to this parent and the child has just begun to feel at home and to thrive in the child care center. You would:

1. encourage the parent to consider leaving the child in day care even though it would be a financial strain.
2. say nothing to the parent about the matter.
3. call welfare and report the parent.
4. suggest to the parent that they not say anything to welfare about the change in employment status unless welfare asks.

THE NEXT SIX QUESTIONS DEAL WITH POST HIGH SCHOOL EDUCATION. THIS COULD INCLUDE COLLEGE, VOCATIONAL/TECHNICAL SCHOOL AS WELL AS PERSONAL STUDY AND ATTENDANCE AT WORKSHOPS.

PLEASE CIRCLE A NUMBER ALONG EACH LINE THAT COMES CLOSEST TO THE WAY YOU FEEL ABOUT THE QUESTION.

3-12. How much has your post high school education aided your knowledge for <u>creating</u>, <u>evaluating</u>, and <u>selecting materials</u> appropriate for the children with whom you work?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

13

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(60)

Q-33. How much has your post high school education strengthened your skills in planning and putting into action activities that are both appropriate and challenging for the skill level of the children with whom you work?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

(62)

Q-34. How much has your post high school education extended your written and oral communication skills, mathematical skills, and a general knowledge of the world?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

(63)

Q-35. How much has your post high school education extended your knowledge of human development through the life span, with special emphasis on cognitive (intellectual), physical, social and emotional development, from birth through age eight?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

(64)

Q-36. How much has your post high school education strengthened your skills in communicating to parents how their child(ren) are functioning in the setting in which you work?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

14

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(93)

Q-17. How much has your post high school education strengthened your skills in working and relating to other staff members as an instructional team?

a great deal	somewhat	neutral	very little	none at all
5	4	3	2	1

Q-18. Most child care providers spend their day in a variety of tasks. List below the major tasks you do in a typical day and the percentage of daily time spent doing the task.

Tasks	% of time

Q-19. What do you feel parents see as your main responsibility as a child care giver?

Please turn page

15

Q--O. You are a teacher of 20 four-year-olds, and your outdoor equipment includes only two tricycles. In a group of four-year-olds in such a situation, squabbles will inevitably arise concerning whose turn it is to use one of the tricycles. A child named Robin comes to you and protests saying, "Leslie won't let me have a turn!" Briefly explain how you would handle this situation.

Do you have any further comments you wish to make?

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE. PLEASE CHECK THAT YOU HAVE RESPONDED TO EACH QUESTION AND RETURN THE QUESTIONNAIRE BY PLACING IT IN THE STAMPED SELF-ADDRESSED ENVELOPE PROVIDED AND RETURN IMMEDIATELY.

If you would like a summary of the results from this study, please print your name and address on the back of the return envelope (NOT on this questionnaire). I will see that you receive it.

Appendix E

Data Collection Protocol

PROTOCOL FOR CHILD CARE CENTER DATA COLLECTION

My name is Carol Armga. I am calling from Utah State University in Logan, Utah. I am calling in regards to some research that I am doing with child care providers in the state of Idaho / Oregon / Utah. The name of your center was provided by

Pat Kremer	(Utah)		Department of Social Services
Ann Hellman	(Idaho)	from the	Department of Health and Welfare.
Marcia McCoy	(Oregon)		Department of Human Resources

The research that I am doing will look at the important role that child care providers have in the lives of young children. I plan to focus attention on the importance of child care centers in our communities. I need only about five minutes of your time to answer some questions about your center. Would right now be a convenient time? What is your name? And your title?

How many families are served by your center?

Of those families, how many would you say are single parent families?

What would you say is the average number of children per family?

Now I am going to ask you some questions that will help further describe these families. The first question has to do with income. About how many families served by your center have an average annual income of less that $10,000? Between $10,000 and $20,000? Between $20,000 and $30,000? Between $30,000 and $40,000? Between $40,000 and $50,000? More than $50,000?

The next questions look at occupations of families. The categories are: manual labor, skilled labor, professional and students. About how many of the families your center serves are student families? How many would you say are chiefly employed in manual labor? In skilled labor? Are professional?

The next questions look at education levels for families. These categories will look for the highest education achieved in a family. The categories are some high school, high school diploma, some college or vocational/technical school, college degree and graduate work and or graduate degree. About how many families would you say have the highest education level of some high school? A high school diploma? Some college or vocational/technical school? A college degree (this would be a B.S. or B.A. degree)? How many would you say have done some graduate work or who have a graduate degree?

The last descriptive question has to do with race and ethnicity. The categories are: Anglo-American, Black American, Native American, Asian American, Hispanic-American and other. About how many families would you say are Anglo-American? Black American? Native American? Asian American? Hispanic-American? And how many would you say are other?

Finally, I would like to ask you for a list of all child care providers in your center that work 20 hours or more per week. These names will be used to create a sample pool of child care workers. A random selection of names will be taken from the pool. Seventy-five child care workers in Eugene / Boise / Salt Lake City will be asked to complete a mailed survey. Some of the child care providers in your center may be asked to participate. They will be sent a survey questionnaire through the mail to the address of your center. Those asked to participate may personally decide if they want to respond to the questionnaire. Participation is voluntary. Do you have any questions?

I am ready to record the names of the child care providers in your center.

May I check the center's address? I have. . . .

Thank you for your time and help.

Appendix F

Data Collection Form -- Names

DAY CARE CENTER DATA FORM

NAMES OF CHILD CARE PROVIDERS:	# OF HOURS PER WEEK
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

Appendix G

Data Collection Form -- Demographics

DAY CARE CENTER DATA FORM

STATE: DATE:

DAY CARE CENTER:

ADDRESS:

CONTACT PERSON: TITLE

NUMBER OF FAMILIES SERVED:

POPULATION DESCRIPTORS:

INCOME:

_____less than 10,000
_____10,000 to 20,000
_____20,000 to 30,000
_____30,000 to 40,000
_____40,000 to 50,000
_____more than 50,000

OCCUPATION:

_____manual labor
_____skilled labor
_____professional
_____students

FAMILY CONSTELLATION:

_____single parent
_____two parent
_____average number of children

EDUCATION:

_____some high school
_____high school diploma
_____some college or vocational/ technical school
_____college degree
_____graduate work/and or degree

ETHNICITY:

_____Anglo-American
_____Black American
_____Native American
_____Asian American
_____Hispanic-American
_____Other

Appendix H

Center Demographics

Category	Number of Children Center Serves	Utah	Oregon	Idaho
Centers	<40	13	16	25
	>40	31	13	13
Centers	<60	24	18	28
	>60	20	11	10
Child Care Providers	<60	83	60	91
	>60	146	83	80
50% of families served earn less than $20,000 annually	<60	18	16	14*
	>60	10	4*	1
50% of families served earn more than $20,000 annually	<60	6	2	12*
	>60	6	6*	9
50% of families served have less than a BA/BS as their highest education level	<60	16*	16*	14*
	>60	12*	4*	2*
50% of families served have a BA/BS or higher as their highest education level	<60	6*	2*	11*
	>60	6*	6*	7*

*Not all centers provided information for this category.

Appendix I

Postcard for First Follow-up

Last week a questionnaire seeking information about your job as a child care provider was sent to you. Your name was chosen through a random selection of child care providers in your community.

If you have already completed and returned it to us, please accept my sincere thanks for your help. If not, please do so today. Because this questionnaire has been sent to only a small, but representative sample of child care providers, it is extremely important that yours be included in the study if the results are to accurately represent all child care providers.

Thank you for your help.

Sincerely,

Carol Armes
Graduate Student in Child Development
Department of Family & Human Development
Utah State University
Logan, Utah 84322-2905

Appendix J

Letter for Second Follow-up

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-2905

DEPARTMENT OF FAMILY AND HUMAN DEVELOPMENT
College of Family Life

October 3, 1986

Dear Child Care Provider,

About three weeks ago I wrote to you seeking information about your job as a child care provider. As of today I have not received your completed questionnaire.

Working with children is often viewed as just baby-sitting and an easy job. I disagree with this view. I believe child care is a challenging and demanding as well as important job. I am doing this study to gather information about the important people who do this important job. This information will be used to help educate all segments of the public about the good things happening in child care.

But I need your help! Those child care providers who received this questionnaire represent only a portion of all child care providers in their cities. Each name was drawn through a scientific sampling process. Your responses are very important to this study. For that reason I am including another copy of the questionnaire and asking you to please complete and return the questionnaire immediately.

Your answers will help the child care profession move forward in positive ways. You will be helping yourself and others who do this important job. Also, you will be helping the millions of children who are in child care.

Thank you for your help.

Sincerely,

Carol Armga
Graduate Student in Child Development

Appendix K

Responses to "Other" Category for Area of Study in College

Number of Responses*	Category
9	Special Education
8	Psychology
5	Art, Music
3	Bible (Christian Curriculum), Business, English, Physical Education
1	Architectural Design, Biology, Corrections, Family Consumer Studies, General Education, German, Health Education, History, International Studies, Marketing, Math, Media, Middle Eastern Studies, Montessori, Philosophy, Political Science, Reading, Recreation, Remedial Speech, Science, Secondary Education, Social Science, Sociology, Spanish, Trauma Medical Response and Emergency Medical Response, Teacher Education.

Appendix L

Presponses to "Other" Category for Job Title Preference of Child Care Providers in a Teaching/ Classroom Management Position

Responses to "other Category for Job Title Preference of Child Care

Providers in a Teaching/Classroom Management Position

Number of Responses	Titles
2	Directress, School-age Teacher, Guide
1	Co-director, Head Teacher, Preschool Director/Teacher, Child Care Provider, Preschool Lead Teacher

Staff Working Directly Under Teaching Personnel

1	Co-teacher, Teacher, Teacher's Assistant, Program Counselor

Appendix M

Means and Standard Deviations

Univariate Analysis of Variance for Knowledge

Source	N	Mean	SD	F	df
State	131		5.14	1.554	2,93
Utah(1)	51	26.639	1.16		
Oregon(2)	41	24.336	1.56		
Idaho(3)	39	25.108	1.13		
Education	131			*3.270	3,93
high school(1)	30	21.786	1.11		
some college(2)	57	25.786	0.89		
B.A./B.S.(3)	26	27.589	2.44		
Graduate work(4)	18	26.915	1.82		
Length of Service	131			0.472	4,93
< 1 year(1)	18	23.627	2.21		
1-2 years(2)	27	24.712	1.41		
3-5 years(3)	36	25.460	1.18		
6-9 years(4)	33	25.869	1.11		
10 years +(5)	17	27.139	2.14		
Professional Meetings	131			0.193	2,93
not participate(1)	38	25.517	1.90		
1-2 @ year(2)	60	25.773	0.83		
3 + @ year(3)	33	24.793	1.35		
Education x Length of Service	131			0.631	12,93
1,1	7	17.006	2.18		
1,2	7	19.971	2.40		
1,3	7	23.390	1.97		
1,4	6	21.803	2.57		
1,5	3	26.762	3.44		
2,1	7	25.520	2.97		
2,2	9	24.622	1.78		
2,3	19	24.076	1.36		
2,4	13	24.692	1.45		
2,5	9	26.863	1.75		
3,1	1	28.987	6.34		
3,2	8	26.443	3.28		
3,3	5	27.520	3.27		
3,4	8	27.516	2.22		
3,5	4	27.476	3.54		
4,1	3	22.992	3.71		
4,2	3	27.812	3.49		
4,3	5	26.853	2.38		
4,4	6	29.463	2.24		
4,5	1	27.453	5.81		

Univariate Analysis of Variance for Knowledge

Source	N	Mean	SD	F	df
Education x Professional Meetings	131			0.357	6,93
1,1	11	20.967	2.27		
1,2	8	22.111	2.07		
1,3	11	22.282	1.67		
2,1	23	23.583	1.19		
2,2	23	26.273	1.27		
2,3	11	25.608	1.99		
3,1	1	29.501	6.14		
3,2	19	26.706	1.48		
3,3	6	26.559	2.67		
4,1	3	28.016	3.49		
4,2	10	28.003	1.76		
4,3	5	24.725	3.03		
Length of Service x Professional Meetings	131				
1,1	11	23.762	2.92		
1,2	5	26.187	2.39		
1,3	2	20.931	5.01		
2,1	6	27.338	3.38		
2,2	13	23.475	1.88		
2,3	8	23.322	2.03		
3,1	12	22.729	2.42		
3,2	17	27.681	1.45		
3,3	7	25.970	1.99		
4,1	6	25.318	2.51		
4,2	16	24.262	1.33		
4,3	11	28.026	1.59		
5,1	3	28.437	4.37		
5,2	9	27.262	1.92		
5,3	5	25.718	2.85		

* $p < 0.025$

Univariate Analysis of Variance for Salary Satisfaction

Source	N	Mean	SD	F	df
State	131			0.792	2,93
Utah(1)	51	3.540	0.24		
Oregon(2)	41	3.690	0.24		
Idaho(3)	39	3.346	0.23		
Education	131			0.946	3,93
high school(1)	30	3.233	0.23		
some college(2)	57	3.262	0.18		
B.A./B.S.(3)	26	4.138	0.50		
graduate work(4)	18	3.468	0.37		
Length of Service	131			1.047	4,93
< 1 year(1)	18	3.300	0.46		
1-2 years(2)	27	3.819	0.29		
3-5 years(3)	36	3.326	0.24		
6-9 years(4)	33	3.262	0.23		
10 years +(5)	17	3.920	0.44		
Professional Meetings	131			0.105	2,93
not participate(1)	38	3.644	0.39		
1-2 @ year(2)	60	3.448	0.17		
3 + @ year(3)	33	3.485	0.28		
Education x length of service	131			0.572	12,93
1,1	7	3.079	0.45		
1,2	7	3.541	0.50		
1,3	7	3.020	0.41		
1,4	6	2.752	0.53		
1,5	3	3.773	0.71		
2,1	7	2.925	0.61		
2,2	9	3.892	0.37		
2,3	19	3.077	0.28		
2,4	13	3.438	0.30		
2,5	9	2.980	0.36		
3,1	1	4.586	1.31		
3,2	8	4.228	0.67		
3,3	5	3.612	0.67		
3,4	8	3.836	0.46		
3,5	4	4.430	0.73		
4,1	3	2.610	0.77		
4,2	3	3.616	0.72		
4,3	5	3.595	0.49		
4,4	6	3.024	0.46		
4,5	1	4.495	1.20		

Univariate Analysis of Variance for Salary Satisfaction

Source	N	Mean	SD	F	df
Education x Professional Meetings	131			1.270	6,93
1,1	11	3.820	0.47		
1,2	8	2.746	0.43		
1,3	11	3.133	0.34		
2,1	23	3.619	0.24		
2,2	23	3.000	0.26		
2,3	11	3.167	0.41		
3,1	1	4.472	1.26		
3,2	19	3.929	0.30		
3,3	6	4.014	0.55		
4,1	3	2.662	0.72		
4,2	10	4.117	0.36		
4,3	5	3.625	0.62		
Length of Service x Professional Meetings	131			0.604	8,93
1,1	11	3.683	0.60		
1,2	5	3.026	0.49		
1,3	2	3.191	1.03		
2,1	6	3.468	0.70		
2,2	13	3.819	0.39		
2,3	8	4.172	0.42		
3,1	12	3.553	0.50		
3,2	17	3.426	0.30		
3,3	7	2.999	0.41		
4,1	6	3.196	0.52		
4,2	16	3.092	0.27		
4,3	11	3.499	0.33		
5,1	3	4.318	0.90		
5,2	9	3.877	0.40		
5,3	5	3.564	0.59		

Univariate Analysis of Variance for Sharing Skills and Information (Help) with the Community

Source	N	Mean	SD	F	df
State	131			1.554	2,93
Utah(1)	51	2.300	0.25		
Oregon(2)	41	2.085	0.25		
Idaho(3)	39	2.093	0.24		
Education	131			1.727	3,93
highschool(1)	30	2.141	0.24		
some college(2)	57	1.952	0.19		
B.A./B.S.(3)	26	2.905	0.53		
graduate work(4)	18	1.519	0.39		
Length of Service	131			0.331	4,93
< 1 year(1)	18	2.029	0.48		
1-2 years(2)	27	1.978	0.30		
3-5 years(3)	36	2.342	0.26		
6-9 years(4)	33	2.238	0.24		
10 years +(5)	17	2.065	0.46		
Professional Meetings	131			0.965	2,93
not participate(1)	38	1.877	0.41		
1-2 @ year(2)	60	2.421	0.18		
3 + @ year(3)	33	2.090	0.29		
Education x Length of Service	131			*1.89	12,93
1,1	7	1.240	0.47		
1,2	7	2.526	0.52		
1,3	7	1.639	0.43		
1,4	6	1.771	0.56		
1,5	3	3.528	0.74		
2,1	7	1.905	0.64		
2,2	9	1.629	0.38		
2,3	19	2.470	0.29		
2,4	13	1.695	0.31		
2,5	9	2.060	0.38		
3,1	1	3.794	1.37		
3,2	8	2.038	0.71		
3,3	5	2.627	0.71		
3,4	8	2.691	0.48		
3,5	4	3.375	0.77		
4,1	3	1.152	0.80		
4,2	3	1.719	0.76		
4,3	5	2.630	0.51		
4,4	6	2.797	0.48		
4,5	1	-0.703	1.26		

Univariate Analysis of Variance for Sharing Skills and Information (Help) with the Community

Source	N	Mean	SD	F	df
Education x Professional Meetings	131			0.300	6,93
1,1	11	1.567	0.49		
1,2	8	2.439	0.45		
1,3	11	2.417	0.36		
2,1	23	1.573	0.26		
2,2	23	2.286	0.27		
2,3	11	1.997	0.43		
3,1	1	2.934	1.33		
3,2	19	2.939	0.32		
3,3	6	2.842	0.58		
4,1	3	1.436	0.75		
4,2	10	2.019	0.38		
4,3	5	1.103	0.66		
Length of Service x Professional Meetings	131			0.399	8,93
1,1	11	2.096	0.63		
1,2	5	2.523	0.52		
1,3	2	1.449	1.08		
2,1	6	1.361	0.73		
2,2	13	2.288	0.41		
2,3	8	2.285	0.44		
3,1	12	2.237	0.52		
3,2	17	2.351	0.31		
3,3	7	2.438	0.43		
4,1	6	2.186	0.54		
4,2	16	2.345	0.29		
4,3	11	2.184	0.34		
5,1	3	1.507	0.94		
5,2	9	2.595	0.42		
5,3	5	2.092	0.62		

* $p > .05$

Univariate Analysis of Variance for Rewards

Source	N	Mean	SD	F	df
State	131			0.364	2,93
Utah(1)	51	2.141	0.14		
Oregon(2)	41	2.158	0.14		
Idaho(3)	39	2.266	0.13		
Education	131			0.278	3,93
high school(1)	30	2.255	0.13		
some college(2)	57	2.295	0.11		
B.A./B.S.(3)	26	2.079	0.29		
graduate work(4)	18	2.126	0.22		
Length of Service	131			0.336	4,93
< 1 year(1)	18	2.036	0.26		
1-2 years(2)	27	2.138	0.17		
3-5 years(3)	36	2.230	0.14		
6-9 years(4)	33	2.149	0.13		
10 years +(5)	17	2.389	0.25		
Professional Meetings	131			1.329	2,93
not participate (1)	38	2.227	0.23		
1-2 @ year(2)	60	2.021	0.10		
3 + @ year(3)	33	2.317	0.16		
Education x Length of Service	131			0.849	12,93
1,1	7	2.230	0.26		
1,2	7	1.974	0.29		
1,3	7	2.251	0.23		
1,4	6	2.315	0.31		
1,5	3	2.504	0.41		
2,1	7	2.441	0.35		
2,2	9	2.282	0.21		
2,3	19	2.077	0.16		
2,4	13	2.232	0.17		
2,5	9	2.440	0.21		
3,1	1	1.223	0.75		
3,2	8	2.400	0.39		
3,3	5	2.189	0.39		
3,4	8	2.400	0.26		
3,5	4	2.180	0.42		
4,1	3	2.251	0.44		
4,2	3	1.897	0.42		
4,3	5	2.403	0.28		
4,4	6	1.649	0.27		
4,5	1	2.430	0.69		

Univariate Analysis of Variance for Rewards

Source	N	Mean	SD	F	df
Education x Professional Meetings	131			1.119	6,93
1,1	11	2.376	0.27		
1,2	8	1.963	0.25		
1,3	11	2.425	0.20		
2,1	23	2.041	0.14		
2,2	23	2.328	0.15		
2,3	11	2.514	0.24		
3,1	1	2.514	0.73		
3,2	19	1.886	0.18		
3,3	6	1.788	0.32		
4,1	3	1.930	0.42		
4,2	10	1.909	0.21		
4,3	5	2.540	0.36		
Length of Service x Professional Meetings	131			1.096	8,93
1,1	11	2.045	0.35		
1,2	5	1.761	0.28		
1,3	2	2.303	0.60		
2,1	6	2.083	0.40		
2,2	13	2.190	0.22		
2,3	8	2.142	0.24		
3,1	12	2.422	0.29		
3,2	17	2.167	0.17		
3,3	7	2.102	0.24		
4,1	6	2.351	0.30		
4,2	16	2.058	0.16		
4,3	11	2.038	0.19		
5,1	3	2.235	0.52		
5,2	9	1.931	0.23		
5,3	5	3.000	0.34		